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ABSTRACT

The textbook is designed to assist young men and women at selected high schools and academies where the program is available in gaining knowledge of the Marine Corps Junior Reserve Officers Training Corps (JROTC). As part of the JROTC curriculum, it helps participating cadets develop traits and attitudes that contribute to excellence in every area of life. The text is divided into four major parts. Part One, Military Orientation and Organization, presents objectives of JROTC, the heritage of the Marine Corps (uniforms, flags, sayings and expressions, and major posts and stations), history of the Corps, and provisions for national security. Part Two deals with elements of leadership (attitude, discipline, positive thinking, enthusiasm, moral aspects, leadership style, and goals). Profiles of famous leaders are included and the role of the noncommissioned officer is described. Military drill and physical fitness are detailed in Part Three. Marksmanship and the history and use of Marine weapons are discussed in Part Four. A brief bibliography of suggested readings is found at the conclusion of each part. (Author/MS)

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ADVENTURES IN LEADERSHIP

A TEXT FOR U.S. MARINE CORPS JUNIOR ROTC

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Marine Corps War Memorial, Arlington, Virginia.

> **Each honest calling, each walk of life, has its own elite, its own aristocracy based on excellence of performance.**
>
> **—James B. Conant**

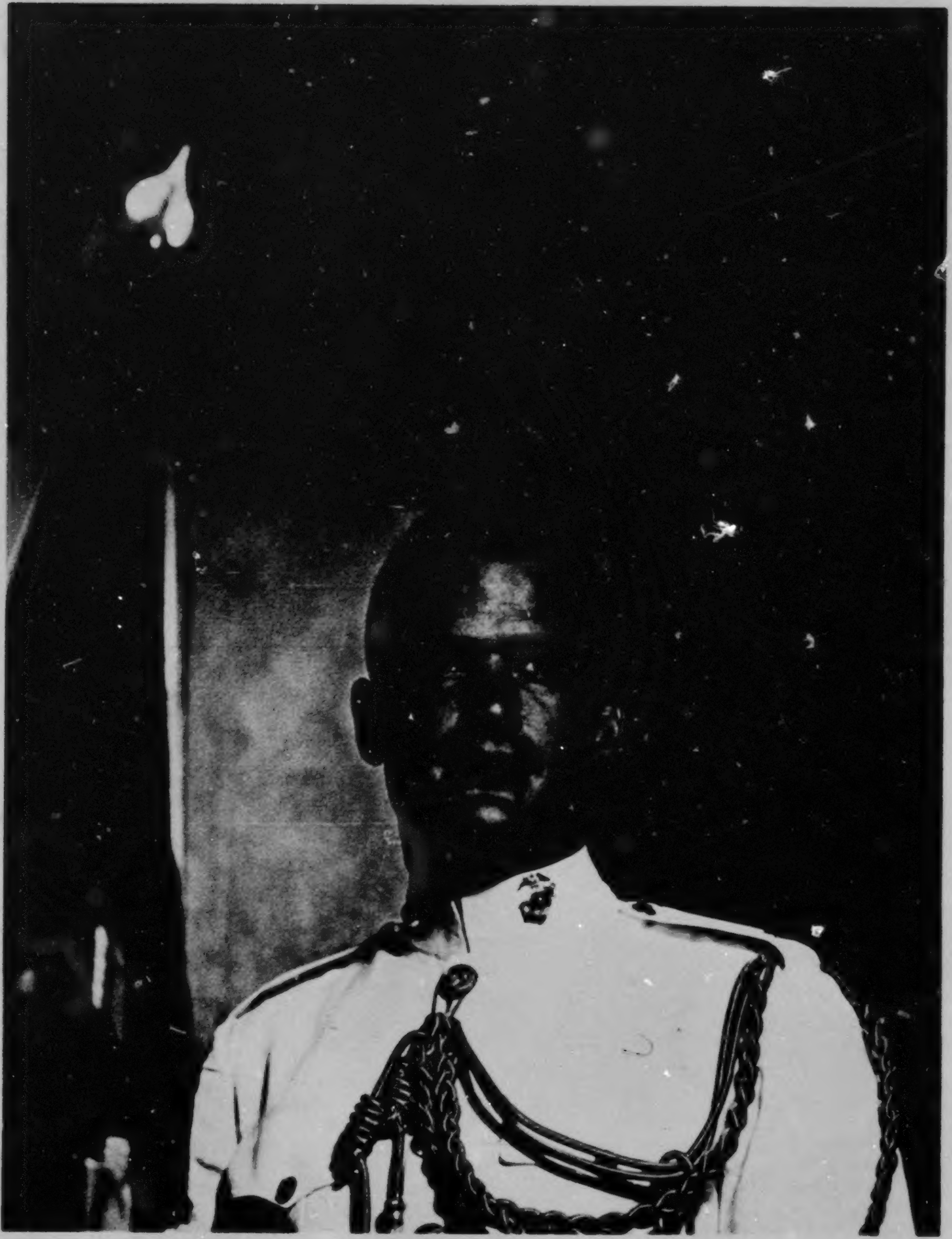
EXCELLENCE. For nearly two hundred years the United States Marine Corps has built a reputation for excellence which makes the term *Marine* signify the "highest in military efficiency and soldierly virtue." That reputation was not won by chance. It was built by a tradition of excellence that was handed down from one generation of Marines to the next. The men and women who kept that tradition tell us that the Marine Corps reputation for excellence stems from Marine Corps training which instills in each new recruit such qualities as *maturity, discipline, self-reliance, decisiveness, pride,* and *devotion to duty.* These individual traits are molded into a collective spirit of *teamwork, loyalty,* and *cooperation* to form that intangible quality that we call *esprit de corps*—that quality which enables a group of ordinary men to perform feats that under ordinary circumstances would be considered impossible. It was *esprit de corps* that gave General Washington's ragged army at Valley Forge the will to carry on against superior forces to guarantee Americans their right to freedom and the pursuit of happiness; that inspired men to brave the smoke and danger of death on the fire-swept beaches of Iwo Jima to preserve that precious freedom; that brought the resources of science and industry together in the gigantic effort which put Americans on the moon for the peaceful pursuit of a better life for all men.

What the Marine Corps teaches is useful in all of life and is valuable for success in any field—business, industry, or education. Recognizing this, the Marine Corps conceived the Marine Corps Junior Reserve Officers Training Corps (JROTC) to offer the positive aspects of Marine Corps training to young men and women at selected high schools and academies throughout the country.

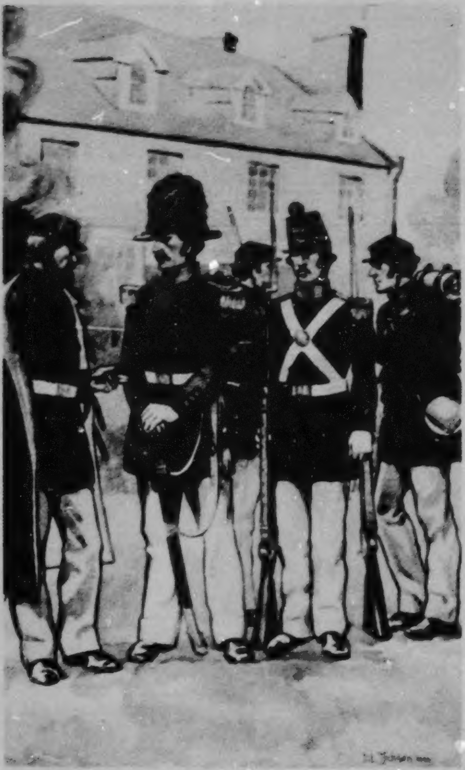
The objectives of the Marine Corps Junior ROTC are:

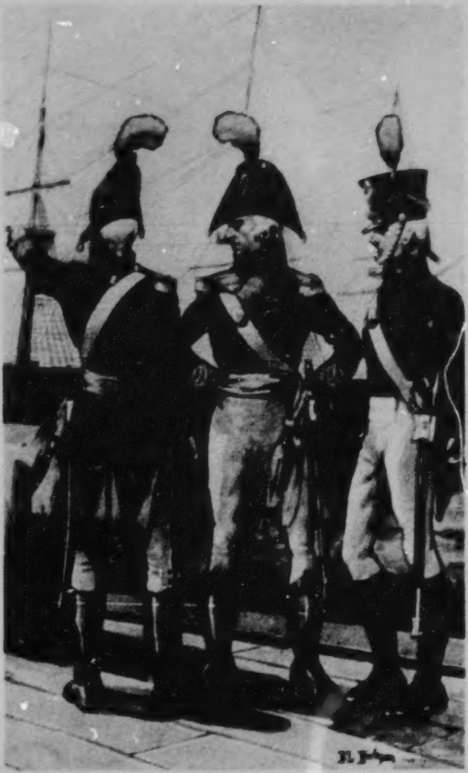
1. To develop informed and responsible citizens.
2. To strengthen character.
3. To promote an understanding of the requirements for national security.
4. To help form habits of self discipline.
5. To develop respect for and an understanding of constituted authority in a democratic society.

The curriculum of the Junior ROTC is designed to help participating cadets to develop those traits and attitudes that contribute to excellence in every area of life.

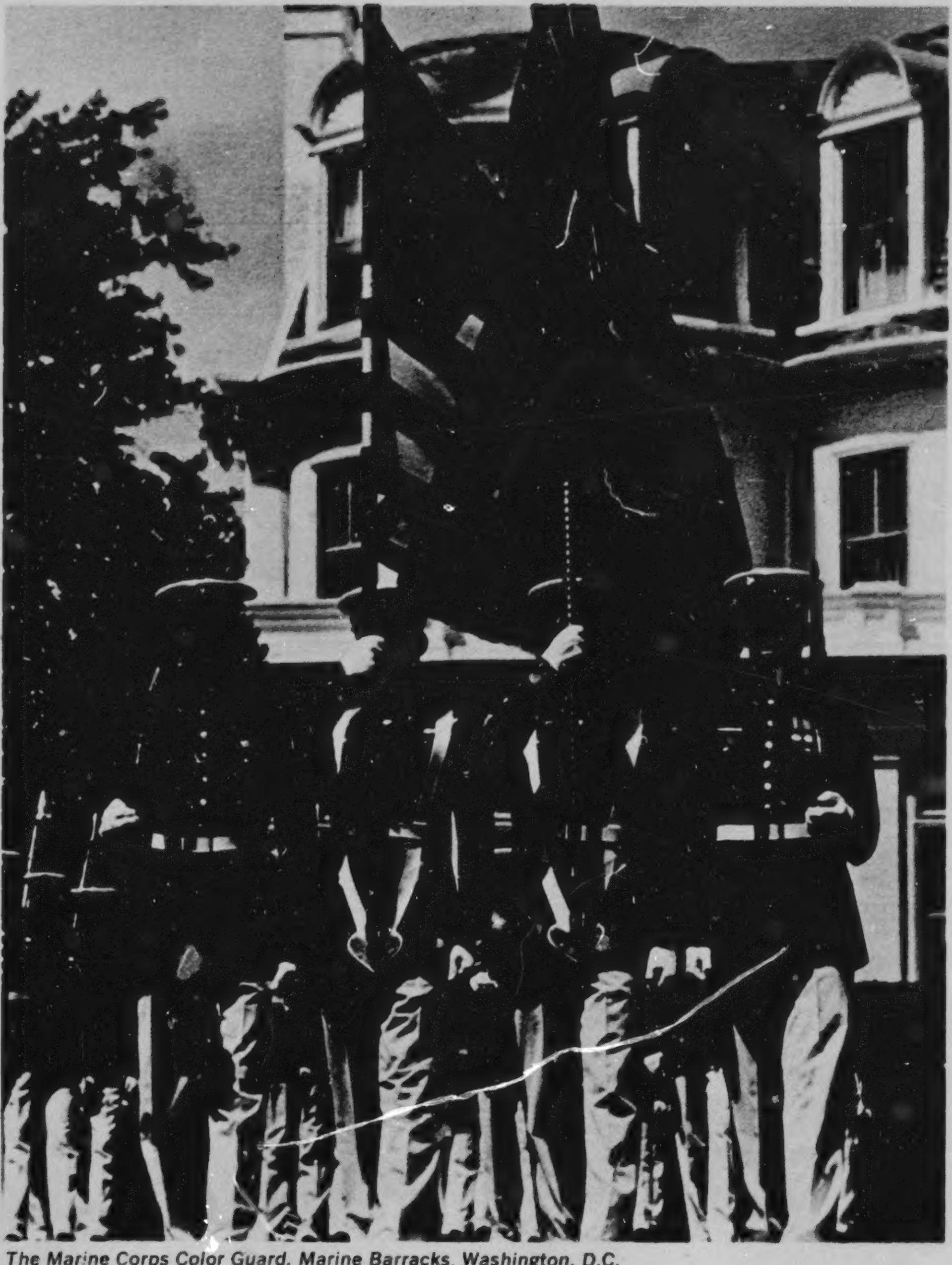


A tradition of excellence.





THE TRADITIONS of the Marine Corps—its history, uniforms, flags, insignia, and language—set it apart from other military organizations. The Battle Color of the Marine Corps bears streamers and silver bands representing many honors and citations won by the Corps since 1775. These honors were won by generations of Marines who built a reputation for *discipline, loyalty, service,* and *valor* that is unsurpassed in military history. When the Junior ROTC cadet wears the uniform and insignia of the Marine Corps he not only shares these proud traditions, but assumes a responsibility to uphold a time-honored reputation for excellence in all that he does. In sharing these traditions and responsibilities the cadet is inspired to develop those qualities of *patriotism, pride,* and *esprit de corps* that will make him not only a better student, but a better citizen.



The Marine Corps Color Guard, Marine Barracks, Washington, D.C.

LEADERSHIP:

> "The capacity and the will to rally men and women to a common purpose and the character which will inspire confidence."
>
> —Field Marshal G. P. Montgomery

LEADERSHIP. The Marine Corps approach to leadership follows the premise that leadership is a dynamic activity involving skills that can be learned by the average student. Starting with the assumption that all cadets have leadership potential, the Junior ROTC curriculum gives cadets opportunities to develop the personal knowledge, attitudes, traits, and skills that are essential to responsible and effective leadership. Leadership education for Junior ROTC cadets includes such subjects as: *Elements of Leadership, Leadership Traits, Principles of Leadership, Attitude and Discipline,* and *Citizenship.* The Leadership Laboratory teaches and gives cadets opportunities to practice the leadership skills of *human relations, communication, problem solving, personal development,* and *management of personnel and material.*

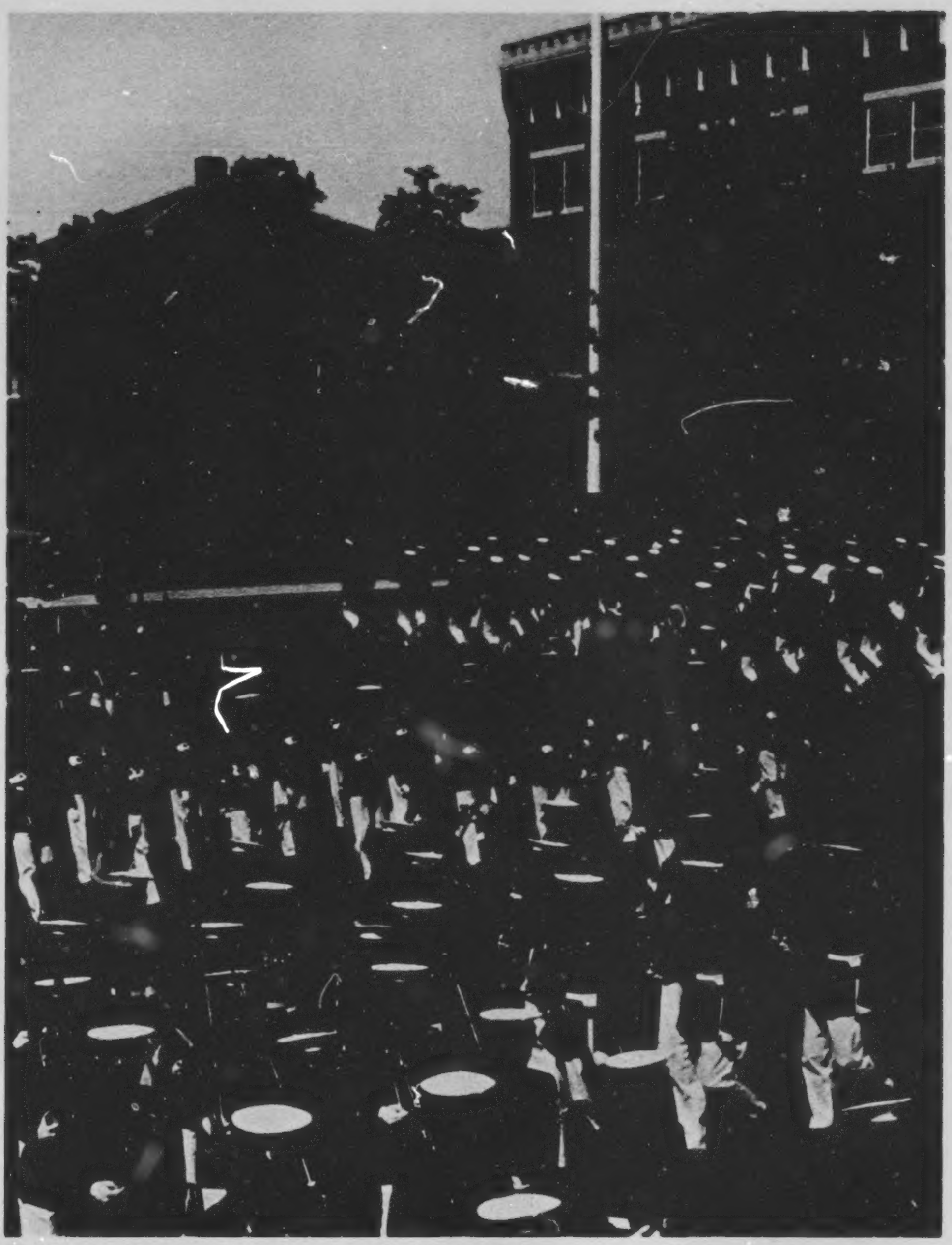
Success in any endeavor can be reduced to five basic elements: GOALS, IMAGINATION, KNOWLEDGE, MOTIVATION, and ACTION. A person must have *goals* to give purpose to his efforts; he must have *imagination* not only to conceive solutions to problems, but also to visualize the potential rewards that will keep him moving toward his goals; *knowledge* enables him to use to advantage the experience of those who have gone before him; *motivation* lends urgency and determination to the quest and stimulates *action,* the moving force which makes things happen. The Marine Corps Junior ROTC cadet develops leadership ability by putting these five elements to work for him. He learns that leadership is not a passive quality, but an activity requiring motivation and action. By setting goals and using his knowledge and imagination, he develops confidence in his ability to lead and influence others. He becomes a self-starter, using his own initiative to do what needs doing without having to be told. He gets results through group action by inspiring pride, loyalty and a sense of common purpose. He also becomes a better student because he learns to organize his activities and habits to make each day more productive. By setting goals and taking positive action to reach them, he achieves more than the student who has no goals but pursues his needs in a haphazard fashion.

Advancement in any field is largely dependent on a person's self-confidence and ability to motivate and lead others. This text is dedicated to developing those traits in the Marine Corps Junior ROTC cadet. The following chapters will provide many keys to successful leadership, but how well the cadet develops his leadership ability will depend not upon how much he learns, but how well he applies what he learns. The lessons this book teaches are important, but more important are the lessons that will be learned in applying its principles to leadership opportunities in the school and community.

Special trust and confidence.

MILITARY DRILL teaches more than *discipline, teamwork*, and *coordination*. The satisfaction that comes from the successful execution of precise drill routines builds *self-esteem* and develops feelings of *pride* and *accomplishment*. Attention to details and the striving for perfection and excellence on the drill field leads to exactness in personal habits, dress, and bearing off the drill field. Drill leadership promotes orderly and logical thinking and helps the cadet to develop *poise* and *confidence* in his ability to lead and influence others. Participation in ceremonies honoring our nation and flag offer opportunities to develop and express positive feelings of patriotism, loyalty, and pride in America and what it stands for. These benefits are reflected not only in the JROTC cadets, but also in the entire school and community as the JROTC unit gives public testimony to what they feel and believe about their country and themselves.

PHYSICAL FITNESS is part of the Marine Corps tradition for the development of men in body as well as *mind* and *spirit*. The JROTC therefore places a hign value on physical development and fitness. Each cadet is expected to keep himself fit through the physical education program of his school, but he is encouraged to develop his strength and stamina to tough Marine Corp standards by participation in the *Marine Corps Youth Physical Fitness Program*. In addition to the benefits of improved health and well being, participants in this program are eligible for achievement awards and cash scholarships in national competition. As an element of the Marine Corps Junior ROTC goal of *total excellence* the physical fitness program is aimed at developing habits of keeping fit that will be maintained throughout life.



The Evening Parade at Marine Barracks, Washington, D.C.

MARKSMANSHIP is included in the Marine Corps Junior ROTC curriculum not only as a recreational activity, but for its usefulness in developing *self-discipline, concentration,* and *coordination* of hand and eye—qualities that are necessary in many occupations. Junior ROTC marksmanship training teaches proper use of and respect for small arms, emphasizing safety and proper handling. Marksmanship training and competition is conducted under the watchful and helpful supervision of experienced professional Marines who demand strict adherence to safety regulations and rules of proper conduct. The marksmanship program offers interested cadets an opportunity to excel in an activity that places more emphasis on steady nerves than on size and strength. Marksmanship is a precise skill which requires practice and determination, but it is an activity where a cadet may match his skill with another without regard to age, size, or strength. This is one area where girls may compete on an equal basis with the boys. And the results can be measured fairly and impartially, because in shooting competition it is only the hits that count. Within the ranks of the Marine Corps Junior ROTC it is hoped that a healthy interest will be developed that will help maintain leadership in national and international marksmanship competition.

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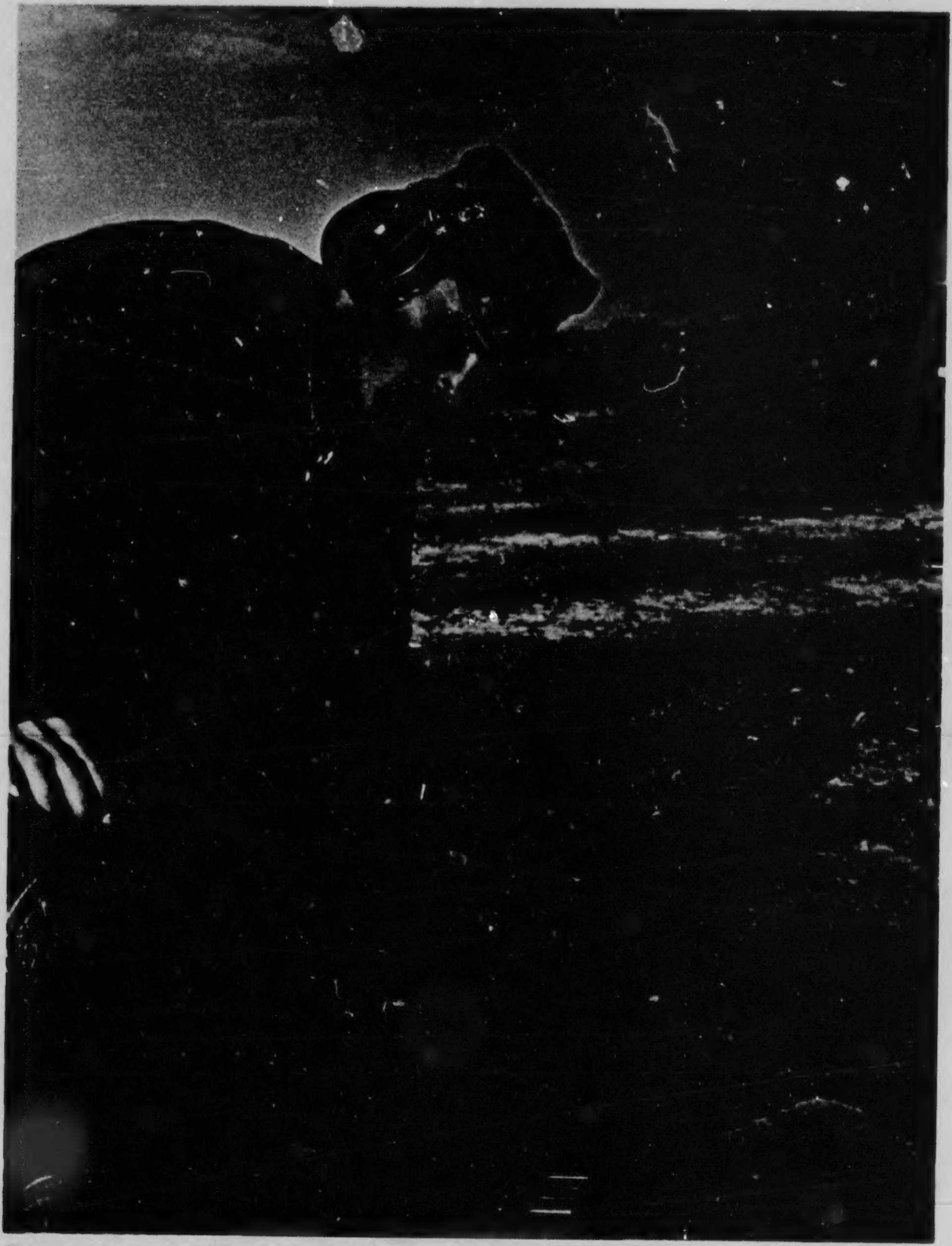
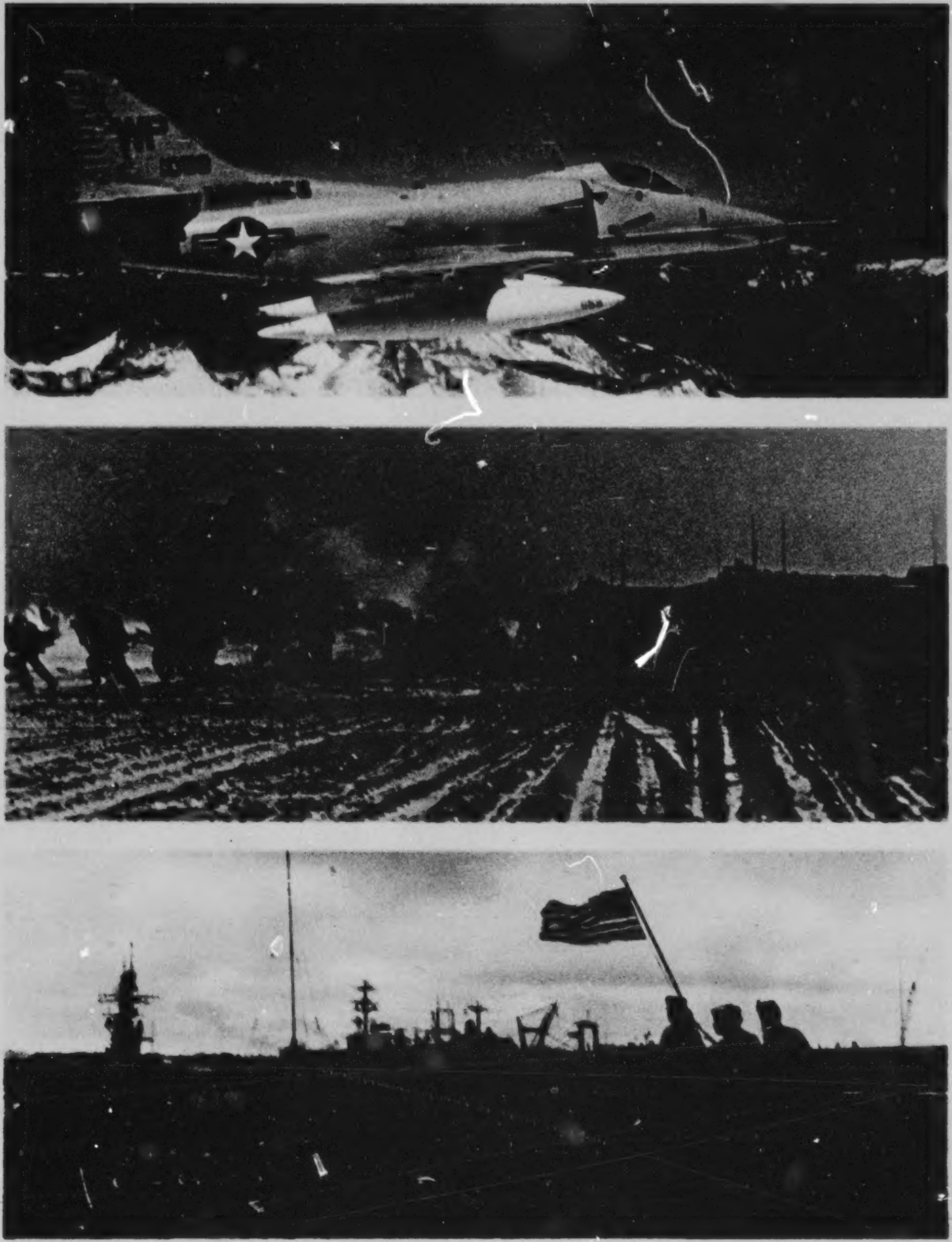


Firing on the range at Marine Corps Recruit Depot, Parris Island, South Carolina.



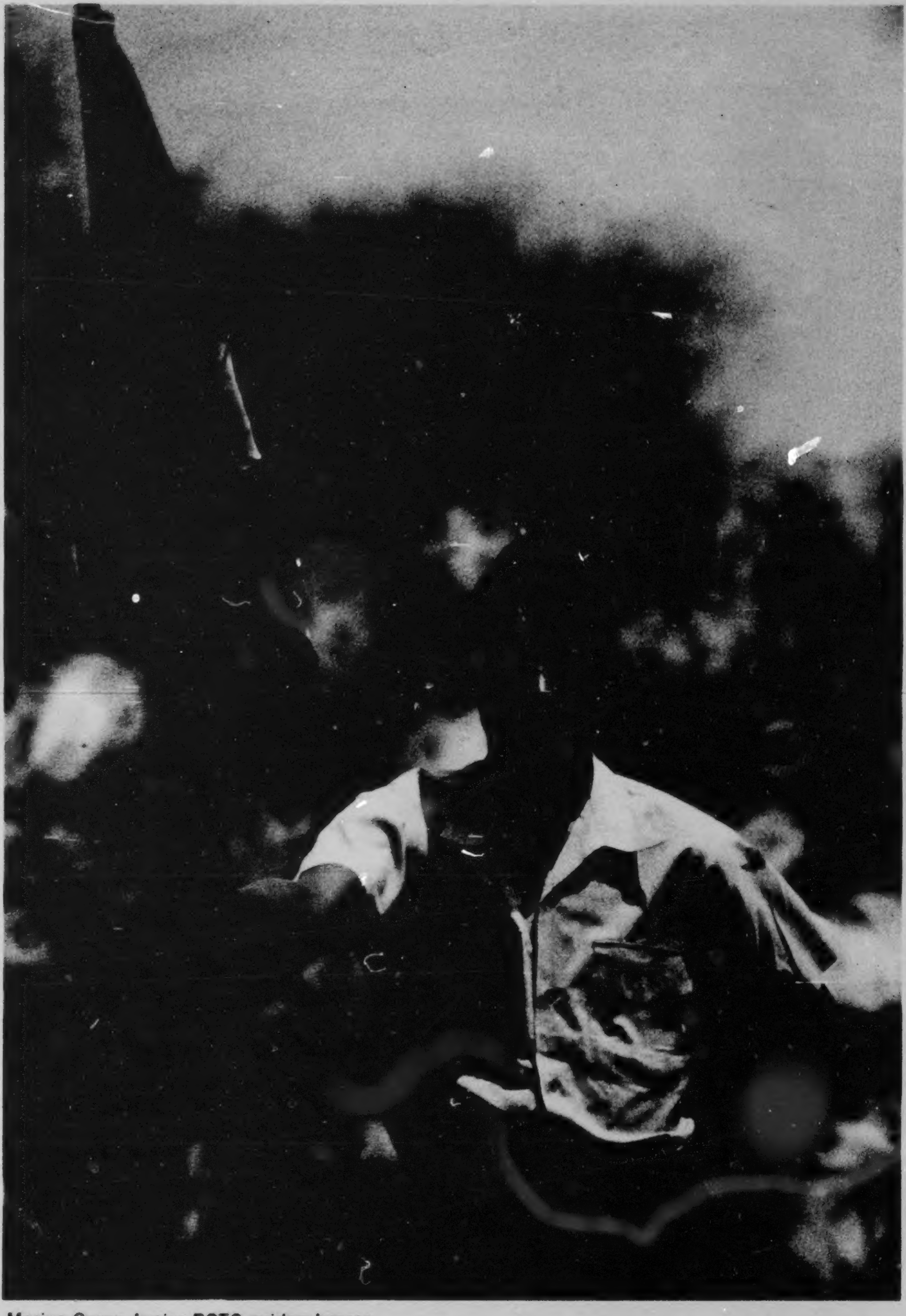
"We fight our country's battles in the air, on land, and sea."

THE MARINES' HYMN

From the Halls of Montezuma
To the shores of Tripoli,
We fight our country's battles
In the air, on land, and sea.
First to fight for right and freedom,
And to keep our honor clean,
We are proud to claim the title
Of United States Marines.

Our flag's unfurl'd to every breeze
From dawn to setting sun;
We have fought in every clime and place
Where we could take a gun.
In the snow of far-off northern lands
And in sunny tropic scenes,
You will find us always on the job—
The United States Marines.

Here's health to you and to our Corps
Which we are proud to serve;
In many a strife we've fought for life
And never lost our nerve.
If the Army and the Navy
Ever look on Heaven's scenes,
They will find the streets are guarded
By United States Marines.



Marine Corps Junior ROTC guidon bearer.

PREFACE

Since its birth in 1775, the United States Marine Corps has enjoyed the reputation of a disciplined, reliable, body of well-trained men. To Americans and people the world over, the Marines have come to be known as a special breed of men possessed of an esprit de corps and a determination to see the job through that places them among the elite of military forces.

This kind of reputation is not earned through the strength of numbers nor the weight of technology. It is earned by the confidence of one man in another, the teamwork of air and ground units, by the exercise of leadership and knowledge from the lowest to the highest rank.

Primary among these characteristics is leadership, for without it any organization, from squad to division, lacks the unity and direction to perform effectively. The same applies to the performance of the individual and the group in civilian life. The military recognized this quite a few years ago and from this recognition was born the Junior Reserve Officer Training Corps.

The Marine Corps Junior ROTC strives to explore and develop in each student a variety of experiences that can be valuable not only in a few basic military skills but in everyday pursuits as well. The study of leadership traits and techniques is stressed but, more important, each student is provided an opportunity to apply and practice on his own, leadership skills in many different situations. From the development of leadership skills and the discipline of self-conduct, the student is better prepared to face the challenges and obligations of citizenship.

To assist you in gaining knowledge of the many aspects of the Junior ROTC program, the Marine Corps provides you with this text. The subjects covered are many. Some you will grasp immediately while others may take some time, but within these chapters lie many guideposts that will help direct you in your growth as an individual, a citizen, and a leader.

ACKNOWLEDGEMENTS

Creating a text of this scope, with the many subjects that are covered, can be done only with assistance from many sources and authorities in a variety of specialized fields. Most of the authorities are listed in the bibliography. Those that are not listed are the many unknown Marines and other military personnel involved in the development of Fleet Marine Force Manuals, Field Manuals and other military service publications that have provided much of the substance found within the chapters of this book.

Valuable guidance was provided by the staffs of *Leatherneck* magazine and the *Marine Corps Gazette.* Aside from granting permission to use particular articles, staff officers associated with these publications answered many questions regarding book style and format posed by the editor.

A book of this type would not be complete without illustrations, in this regard the assistance of the Combat Pictorial Branch, Headquarters Marine Corps and Photographic Services, Marine Corps Base, Quantico, Virginia, has been invaluable. Officers and men of Guard Company, Marine Barracks, Washington, D.C., provided expert assistance in the development of those chapters relating to military drill.

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PART ONE

MILITARY ORIENTATION AND ORGANIZATION

CHAPTER 1

ATTENTION!

> *"The secretary of each department shall establish and maintain a Junior Reserve Officers Training Corps."*
>
> —Public Law 88-647

Welcome Aboard!

By making the decision to enter your school's Marine Corps Junior Reserve Officer Training Corps unit, you have become a part of the Marine Corps family with its proud traditions and heritage. Through this program you, and many young men like yourself, will be given the opportunity to learn about the development of this country and the people in it. You will also learn about your capabilities; capabilities that you may not know you have which will help you greatly in the future. Now, how did this organization you have joined come about?

THE BEGINNING

In 1964 Public Law 88-647 was enacted by our Government. It authorized the Secretaries of the Army, Navy, and Air Force to commission Junior ROTCs at the secondary school level. The Secretary of the Navy then authorized the Commandant of the Marine Corps to establish Marine Corps Junior ROTC units within the United States.

As stated in the Law, the primary reasons for establishing this program were, and are, to:

Develop informed and responsible citizens.

Strengthen character.

Promote an understanding of the basic elements and requirements for national security.

Help form habits of self discipline.

Develop respect for and an understanding of the need for constituted authority in our society.

Actually, this program is a course in leadership education. Our country, like all countries, needs intelligent people who can stand up and take charge, and it was felt that through a program such as the Junior ROTC, such leaders could be developed.

The three earliest Marine units to be formed were at Jesuit High School in New Orleans, the Marine Military Academy at Harlingen, Texas, and Catholic High School at Little Rock, Arkansas. Now there are over forty units throughout the country.

CHAIN OF COMMAND

Since your unit has its roots in the military, it is formed like an active duty military unit. At the top is the Senior Marine Instructor (SMI). He is a retired Marine with years of experience behind him. Working with him are one or more assistants who are retired Marine Staff Noncommissioned Officers with equally distinguished careers behind them.

Your unit will probably be either battalion or company size. A Marine Corps Junior ROTC battalion is normally composed of three companies; each company has three platoons; each platoon has three squads; and each squad has three fire teams. You and your fellow students will hold various ranks within these sub-units.

OBJECTIVES

You have already read about the reasons for starting the JROTC program. Now let's take a look at how these reasons become objectives. When trying to accomplish something worthwhile, it is always best to have some objectives to serve as guideposts along the way.

MILITARY SKILLS: Because you are now part of a military oriented organization, you will be given the opportunity to learn certain military skills. These skills, once mastered, will form a foundation on which you can build your leadership potential and form the basic disciplines which are so important in life. As far back as ancient times it was learned that the drill field provided the training ground for teaching discipline and teamwork. It is on the drill field that you will begin to recognize the effect of your actions on the group as a whole—and that learning to follow is the beginning of leadership, for in following you begin to discover the problems of the leader. You will also begin to develop confidence, poise and forcefulness, traits that will stand you in good stead in all that you do.

Learning to find your way through the wilderness by map and compass is a great way to build self-reliance. You become the master of your route and become aware of your relationship with your environment.

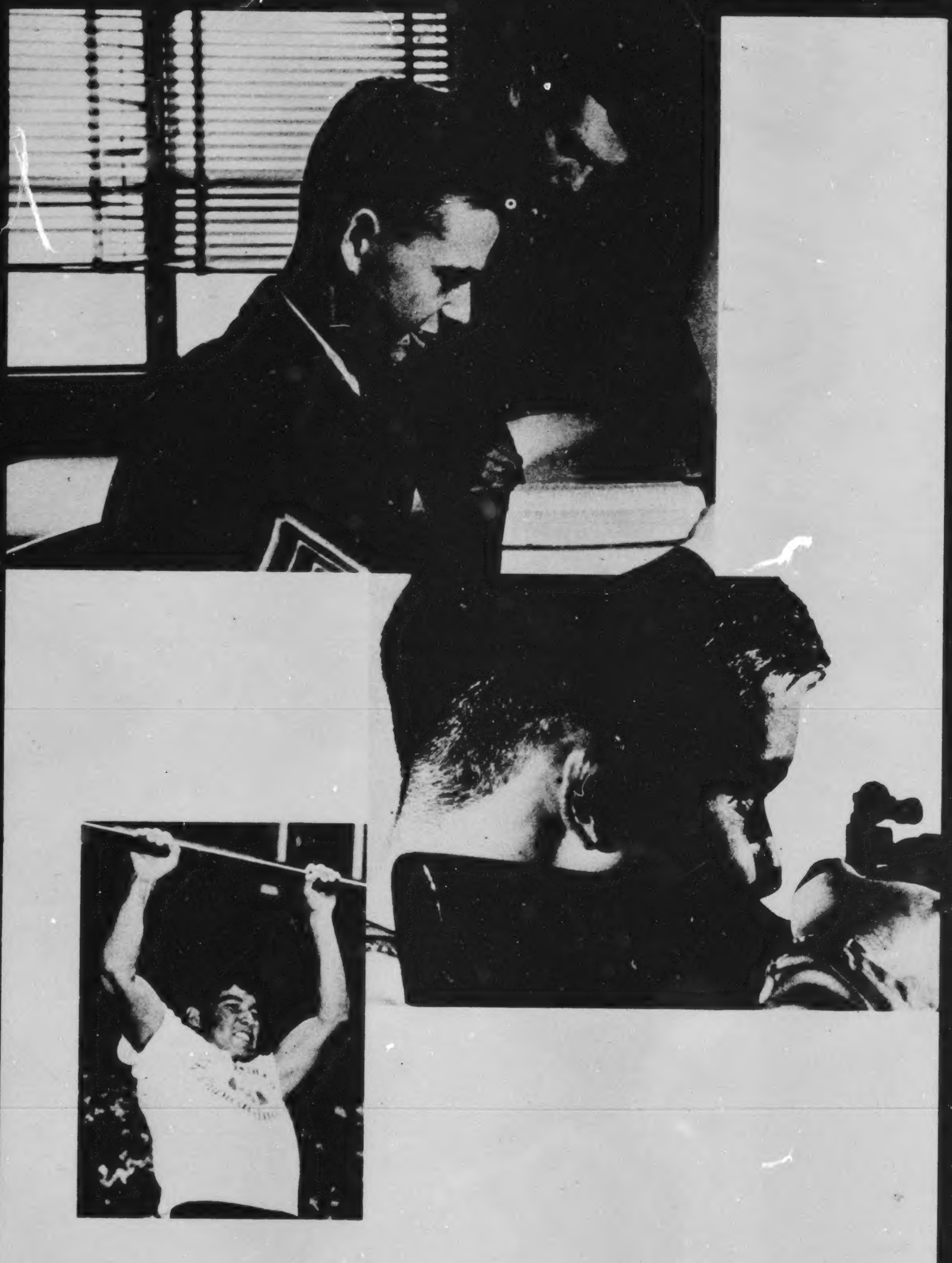
Marksmanship training not only teaches you the proper use of firearms for sport and recreation, but it also shows the importance of steady nerves and close concentration. These are qualities required not only of the expert marksman but the expert surgeon as well.

Learning these military fundamentals does not have to be drudgery either. They can be transformed into friendly competition between squads, platoons, and even other units, thereby building a sense of pride that is hard to replace.

GENERAL KNOWLEDGE OF THE MARINE CORPS: The history of the Marine Corps reflects the history of our country. Founded in 1775, the Corps has played a part in practically every significant event in our Nation's history, in peace and in strife. No one dislikes wars more than those who have to fight them, yet Marines are proud of their tradition of being "first to fight" when our country has been threatened. Until we reach a state of world accord in which national differences are settled without resort to armed might, it will be necessary to maintain military forces for national security. Therefore, the purpose of this objective is to present an informed view of the Marine Corps and its role in national defense.

RESPONSIBLE CITIZENSHIP: It is impossible to study history without exploring the qualities of patriotism, loyalty, integrity, industry, courage, and self-sacrifice. These are qualities which helped build our nation and are still vital to keep it strong. It is also impossible to study leadership without discovering the importance of knowledge, judgment, initiative, and dependability.

These may seem like a great many traits for just one person to possess, but many of them go hand-in-hand, and even if you just strive for them, you are well on the road to responsible citizenship. Basically, the purpose of this objective is to give you a set of standards by which you can measure your own citizenship role.



PHYSICAL FITNESS: Now, while you are young, you have a golden opportunity to establish and maintain physical fitness objectives that will sustain you for the rest of your life. In the early days of our nation, physical fitness was not as big a concern as it is today because in those days most people simply had to work a lot harder. Now, so much physical work is done for us that physical fitness has sort of slipped by the wayside, so much so that even the President has stepped in with a Council on Physical Fitness. The reason for this is that the body that is physically fit is like a well-oiled machine. It operates efficiently and is not subject to wearing down. This country needs people who have the vitality and stamina to work at peak efficiency. You need the same vitality and stamina to be successful in your daily life. Just because you are not sick does not mean that you are producing to the best of your ability. The Marine Corps has recognized this fact very clearly, and that is why at posts and stations throughout the country there are physical fitness programs that encourage Marines to stay in shape. The MCJROTC has a program, too, that is designed to complement the physical education program at your school with objectives which you can reach and truly qualify yourself as being "fit as a Marine."

LEADERSHIP: In the opening paragraphs of this section you learned that the MCJROTC program is a course in leadership education. There are many levels of leadership and this course is so designed that through it you can improve your level. This can not be accomplished overnight or even in a semester. It involves a progression of growth and experience. In the military there are intermediate objectives that must be reached before you achieve the ultimate objective. The goals that have been discussed up to this point could be called intermediate objectives on the way to the final objective of leadership. The key to achieving this final objective is your ability to influence others in a positive manner. Your success will be determined largely by the achievement of your objectives in military subjects, physical fitness, and citizenship. You will be given every opportunity to become someone who stands out above the rest. All that is asked of you is that you try.

ONCE A MARINE*

"And we glory in the title of United States Marines."
Phrase from old version of *Marine's Hymn*

Becoming a Marine means different things to different Marines, but one thing is shared by all, and that is the heritage of the Corps. This heritage manifests itself in many ways, by a turn of phrase, an item of dress, respect for the flag, and even the place where a Marine is stationed. Roll them all together and they form a bond that ties all Marines together for life.

DRESS RIGHT, DRESS!

The uniform worn by a military man has been an item of distinction since the dawn of civilization. Even up to recent times the lowest man in the ranks wore what we would call very ornate clothing and equipment. The Roman legionnaires, Persian warriors, and Napoleon's infantry, all wore uniforms featuring bright colors and fancy designs. Although this helped distinguish friend from foe during close combat, common sense and long-range accuracy finally dictated that a man with gold braid dressed in the colors of the rainbow made a far better target than one who tried to blend with the scenery. As a result, clothes of green, grey, and brown began to be standard battle dress. Elements of the old finery, however, still remain in modern dress uniforms.

THE EARLY MARINE UNIFORM

When the Continental Marines were organized in 1775, the uniform consisted of green coats with white facings, white waistcoats, white breeches, short black spats (called "spatterdashes") and round felt hats. Every Marine, officer and enlisted, wore a leather stock or neckpiece from which we get the name "leatherneck." The stock was supposed to keep the head erect, thereby maintaining a constant military appearance. In 1798, after the Corps was re-formed, Marine uniforms were Army surplus clothing consisting of blue coat, scarlet vest, and tight blue trousers with thin scarlet stripes.

In 1804, the first Uniform Regulations were issued, providing again for white trousers and changing the headgear to the shako with pompon worn during the War of 1812. The importance of noncommissioned officer supervision of uniforms in "The Old Corps" is shown in this extract from the 1804 regulations.

> Each NCO charged with a Squad shall be held responsible for their dress and good appearance and that the men may appear on Parade clean and properly dressed & good uniform, and a Non Com. Officer is appointed to each Room who half an hour before the

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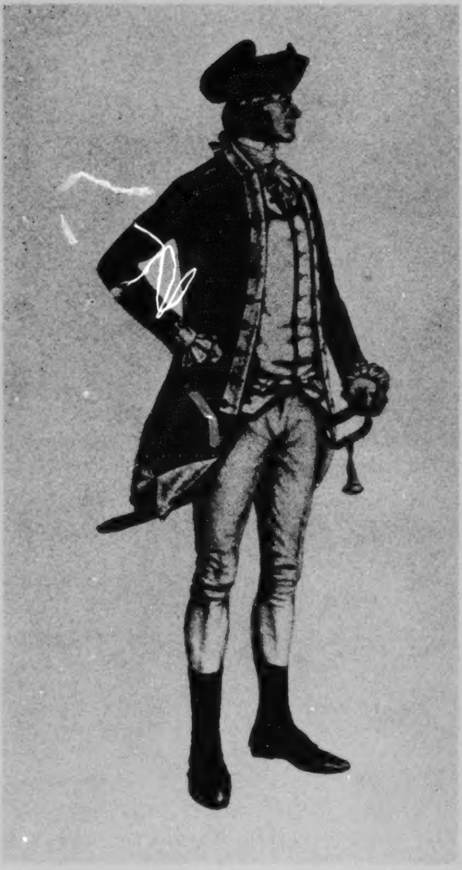
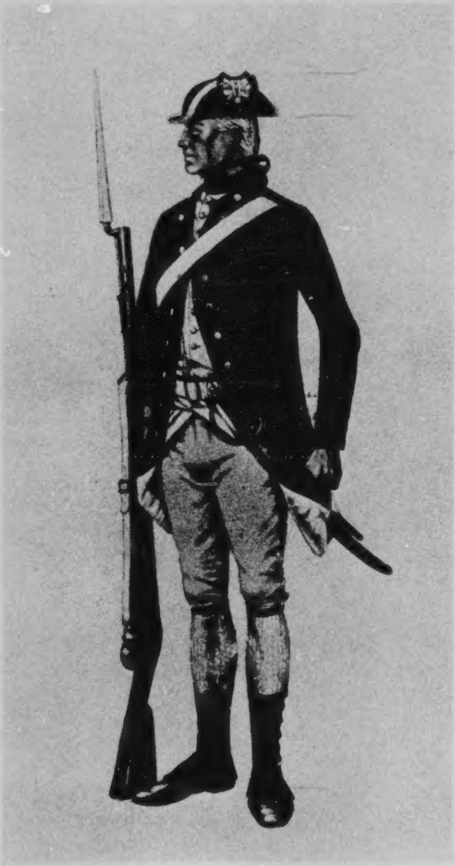


An officer of the Continental Marines



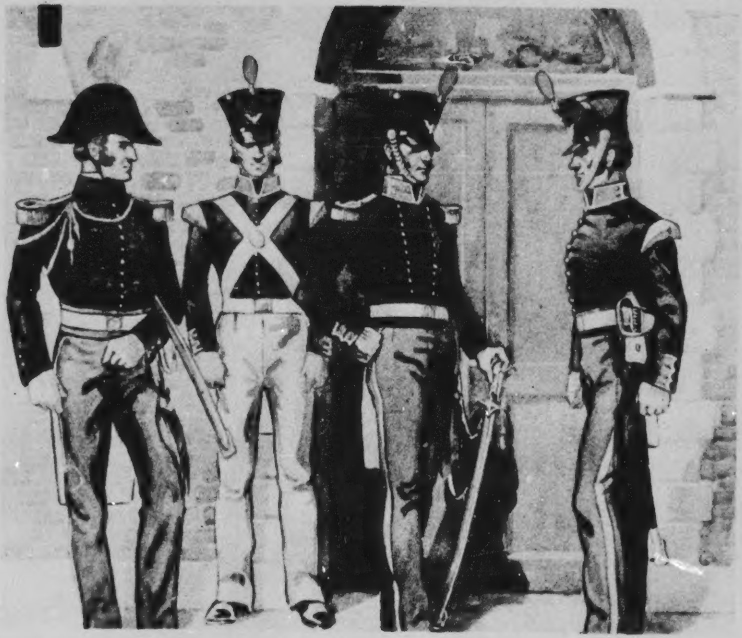
An enlisted man of the Continental Marines

Parade is to turn the men out of their rooms, their arms in good order. The Sergeant Major is then to inspect; he is not to suffer a man to go on Parade who is not fit for the inspection and it is expected he will report those NCOs who are negligent in this duty.

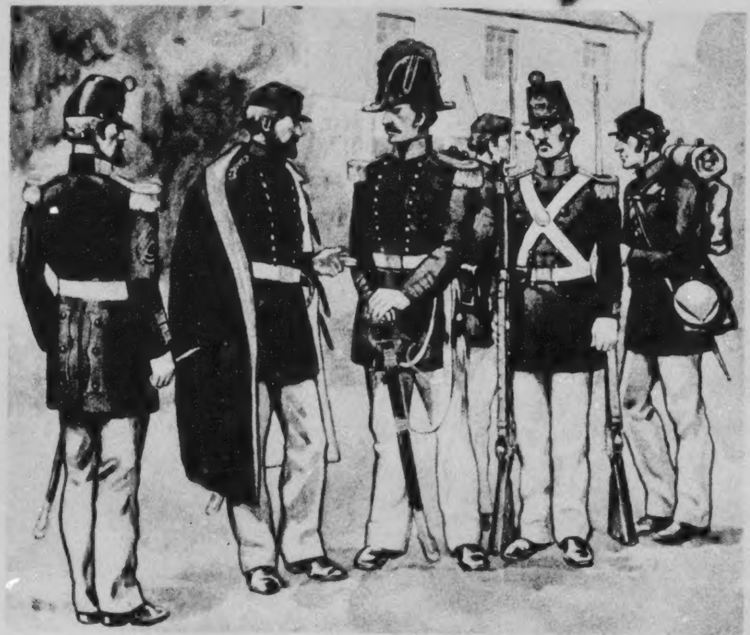
The flour used to powder the troops' hair for inspection was apparently no treat for users, as an 1805 requisition calls for "1 barrel of sour flour for powdering."

It was not until 1822 that NCO chevrons were introduced; until 1830 captains and lieutenants wore chevrons, too. Four years later, the handsome blue, white, and scarlet uniforms were shelved for green coatees with buff facings and for grey trousers with buff stripes for officers and NCOs. This color combination lasted only a few years, however. In 1839, the traditional Marine colors of blue, white and scarlet were restored.

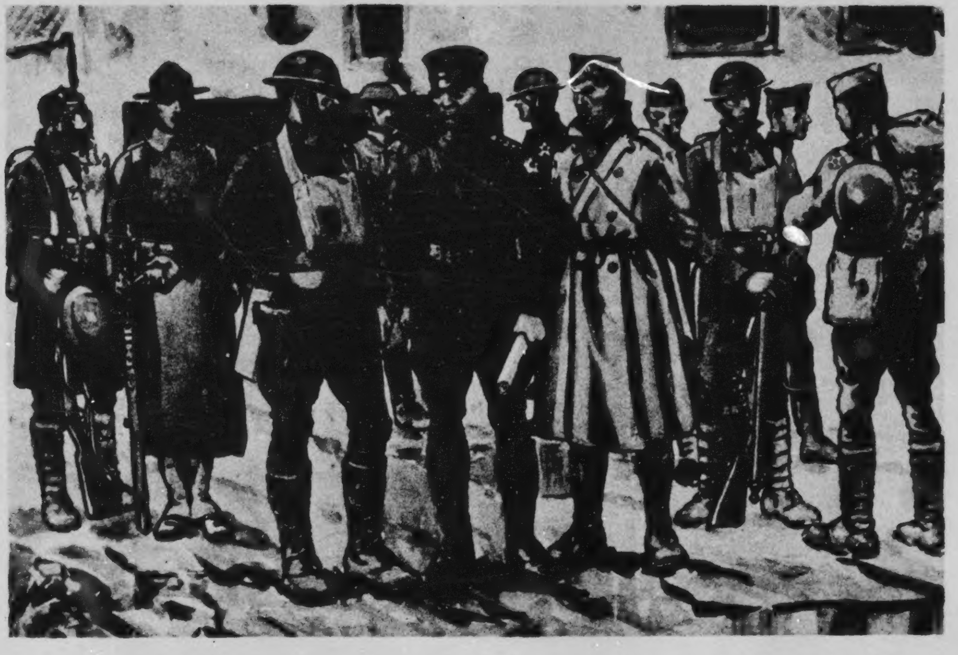
The 1839 uniform was a blue coatee with red piping, standing collar and leather stock, and white crossbelt. In summer, troops wore white trousers; in winter, sky-blue trousers (with scarlet stripes for officers and NCOs). Then as now, the Marine Band rated red coats, as did all field musics. Except for changes in cut and, of course, in headgear and accessories, the 1839 uniforms are the blues of today.



1834—Uniforms ordered by President Andrew Jackson. Left to right: Captain of Staff, Corporal (dress), First Lieutenant (dress), Orderly Sergeant (dress).



Civil War Period—Left to Right: Sergeant Major (full dress), Lieutenant Colonel (undress), Major (full dress), Corporal (fatigue), Private (full dress), Private (fatigue).

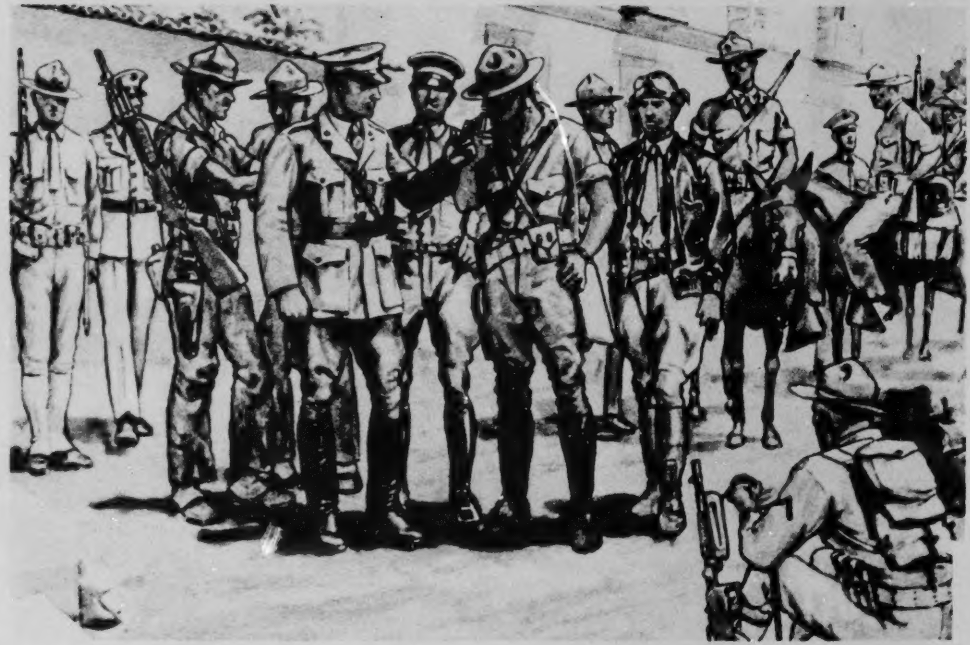


1916-1919—Typical uniforms and equipment of Marines in World War I.

During the Civil War, Marines made up in uniform what they lacked in numbers. While the service uniform was virtually a copy of the Army's the dress uniform was an eye-catcher. Even privates wore gold epaulettes, white crossbelts, and high-crowned round hats complete with scarlet pompon and dress-cap emblems as big as salad plates. This uniform lasted until 1875, when not only was the leather stock abolished (after exactly 100 years) but the Corps shifted over to blue or white spiked helmets, an all-white tropical uniform with standing collar, and the first field uniform, made of coarse grey material called "cheesecloth," to be worn with Army pattern blue flannel shirts.

When war was declared on Spain in 1898, it was obvious that dress blue blouses and spiked helmets were not appropriate for field service in Cuba and the Philippines. Within three weeks after the outbreak of war, the Depot of Supplies at Philadelphia had designed and produced sufficient brown linen khaki uniforms to fit out the Corps and had obtained from the Army brown felt campaign hats. After the war, a less hastily designed version of this combination, with standing collar, became the standard field uniform of the Marine Corps, while, in 1912, a forest green uniform was adopted for winter field service. Though somewhat different in cut and with very large NCO chevrons, almost twice today's size, the dress uniforms of this period were, in general, those we still have today.

During World War I, the Marines who went to France were required to wear Army olive drab uniforms and wrapped cloth spiral puttees. Once back home, however, they resumed the standard combinations of blues, khakis, and greens. Khaki, the standard field uni-



Typical uniforms and equipment of Marines in Nicaragua and other tropical countries, 1928.

form, was that in which the Corps campaigned in Haiti, Nicaragua, and Santo Domingo. In fact, khaki was the first field uniform for most of the Marine units which fought in the Pacific after outbreak of war in 1941. By the end of 1942, the green utility uniform and field shoes had been adopted, and both khaki and the felt field hat were superseded.

With the arrival of utilities the basic field outfit of Marine Corps uniforms had reached, by 1950, virtually what it is today. Camouflage clothing was issued for the Vietnam War, but like the cold weather clothing for Korea, it was an item of special issue.

There is an old saying that "clothes make the man." The Marine Corps does not wholly abide by that, but there is no denying that we have a distinctive uniform and you do stand a little taller and straighter when wearing it.

Marine in modern combat uniform.

THE RIGHT WAY

Since the uniform is a source of personal pride to a Marine, it is up to you to carry forth this tradition to the best of your ability. Marines on active duty have certain uniforms that they wear at different times of the year and for specific duties and functions according to Marine Corps and local regulations. A light weight green uniform is currently being phased in for year-round wear; however, combinations for enlisted men are possible under existing regulations. The combinations can apply to officers as well, with some exceptions and additions. For example, officers have additional dress uniforms such as whites and mess dress, and officers and master sergeants can wear a blouse with the Summer Service uniform.

As members of the Marine Corps Junior ROTC Program, your uniforms will be prescribed as required by your Senior Marine Instructor. The basic characteristic of what you will wear is found in the word "uniform" itself. As the dictionary states, "a distinctive dress of uniform style, materials, and color worn by all the members of a military, naval, or other body, and by which they may be recognized as belonging to that body." In other words, what you will wear will be a distinguishing factor, worn with pride, that shows you are an active member of your unit.

Even though a uniform may show an impressive design, cut, and color, the effect of wearing it can be greatly diminished if it is not kept neat. The most expensive clothes money can buy will look no better than hand-me-downs if they are not cared for properly. All it takes is a little attention such as using a clothes hanger and an occasional hot iron. A minimum of polish and a little elbow grease can bring an inspection luster to your shoes. The use of shoe trees can also prolong the life of your foot wear. These suggestions and others, plus your own physical neatness, will greatly add to the pride you feel in yourself and your unit.

WHO'S BOSS

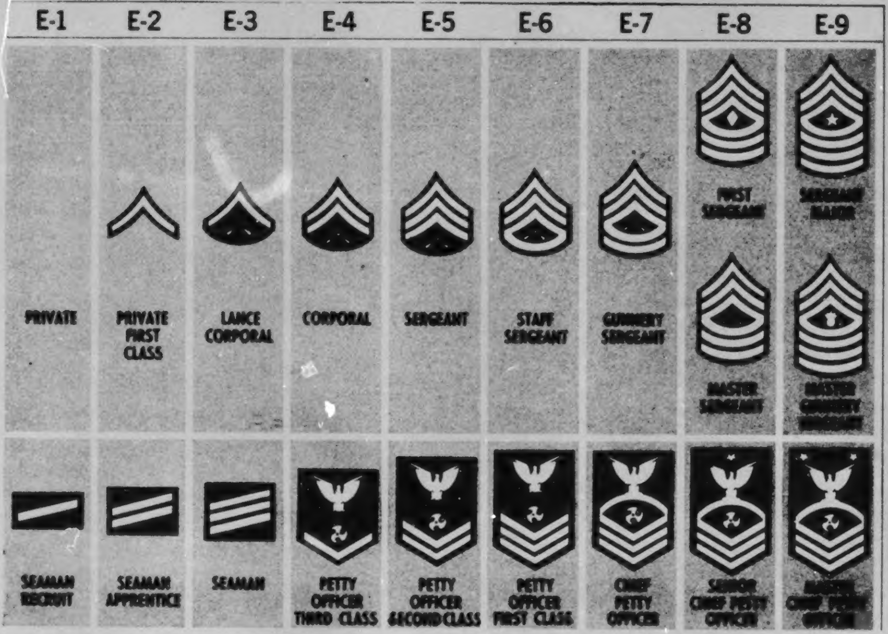
All military units are founded on a rank structure. In fact, practically all organizations have some sort of rank structure in the form of assistants, heads, chiefs, vice presidents, and presidents. With the military, such structure is of the utmost importance, for with the exercise of rank comes respect for order and discipline. Without these factors the military would be just a mob without guidance or leadership. The Russian Army once did away with all ranks and it just about destroyed itself.

In the Marine Corps, as in all services, there is a certain progression of rank with each step up the ladder bringing a little more responsibility, and with that responsibility, a little more prestige. It shows that you have advanced to a certain stage, that you have acquired certain knowledge and experience, and are entitled to the respect earned by that knowledge and experience.

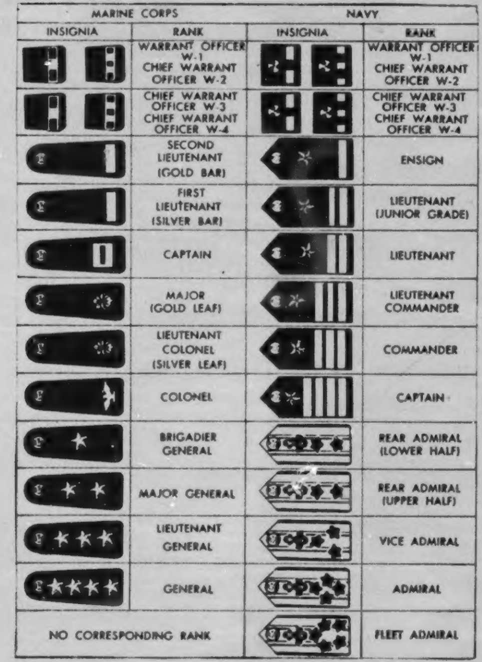
In the following figures the enlisted and officer ranks of the Marine Corps and Navy are shown. Since the Marines and the Navy are partners in many areas, it is important that you become familiar with their rank structure and terminology.

As a member of your unit, you will also earn and carry rank. The insignia of rank for the Marine Corps Junior ROTC is shown in the following figures. To distinguish your insignia from that of an active duty Marine, the patch has been made a little smaller and bears the lamp of learning. The lamp is a design that can be found on the seals of many great colleges and institutions and shows that you are in the process of improving yourself through education.

A sense of identity can be a very important thing to a person. With the


E-1
E-2
E-3
E-4
E-5
E-6
E-7
E-8
E-9
MARINES
FIRST SERGEANT
SERGEANT MAJOR
PRIVATE
PRIVATE FIRST CLASS
LANCE CORPORAL
CORPORAL
SERGEANT
STAFF SERGEANT
GUNNERY SERGEANT
MASTER SERGEANT
MASTER GUNNERY SERGEANT
NAVY
SEAMAN RECRUIT
SEAMAN APPRENTICE
SEAMAN
PETTY OFFICER THIRD CLASS
PETTY OFFICER SECOND CLASS
PETTY OFFICER FIRST CLASS
CHIEF PETTY OFFICER
SENIOR CHIEF PETTY OFFICER
MASTER CHIEF PETTY OFFICER

U. S. Marine Corps and Navy Enlisted Rank Insignia.



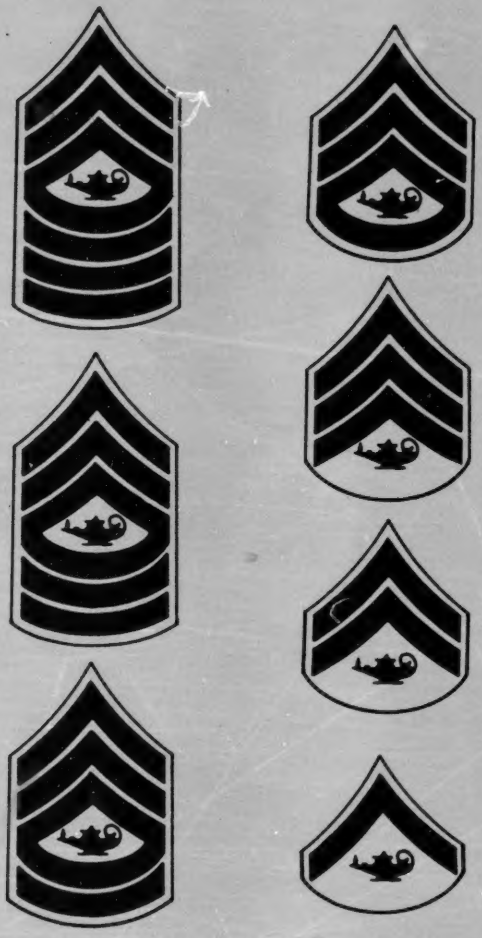
MARINE CORPS		NAVY	
INSIGNIA	RANK	INSIGNIA	RANK
	WARRANT OFFICER W-1 CHIEF WARRANT OFFICER W-2		WARRANT OFFICER W-1 CHIEF WARRANT OFFICER W-2
	CHIEF WARRANT OFFICER W-3 CHIEF WARRANT OFFICER W-4		CHIEF WARRANT OFFICER W-3 CHIEF WARRANT OFFICER W-4
	SECOND LIEUTENANT (GOLD BAR)		ENSIGN
	FIRST LIEUTENANT (SILVER BAR)		LIEUTENANT (JUNIOR GRADE)
	CAPTAIN		LIEUTENANT
	MAJOR (GOLD LEAF)		LIEUTENANT COMMANDER
	LIEUTENANT COLONEL (SILVER LEAF)		COMMANDER
	COLONEL		CAPTAIN
	BRIGADIER GENERAL		REAR ADMIRAL (LOWER HALF)
	MAJOR GENERAL		REAR ADMIRAL (UPPER HALF)
	LIEUTENANT GENERAL		VICE ADMIRAL
	GENERAL		ADMIRAL
NO CORRESPONDING RANK			FLEET ADMIRAL

U.S. Marine Corps and Navy Officer Rank Insignia.

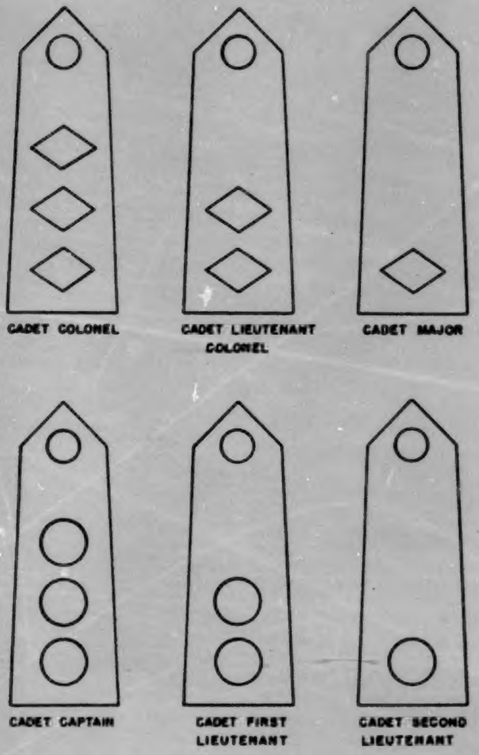
proper wearing of the uniform you can achieve this sense of identity and with it, achieve a feeling of pride in yourself and your unit.

COURTESY COUNTS

HAND, SALUTE! Of the many forms of military courtesy, saluting is one of the most important. It is a gesture that cannot be missed and is a constant reflection of your military bearing. The origins of the military salute date back to earliest history, and no one knows for sure just when it came about. Some say it started with a man holding up his right hand to show he carried no weapon and his intentions were friendly. The most accepted theory is that a warrior or knight would place his sword in his left hand and lift the visor of his helmet with his right to show friendly intent. In any case, the salute, however rendered, is universal among military personnel.



Junior ROTC Enlisted Cadet Rank Insignia.


CADET COLONEL
CADET LIEUTENANT COLONEL
CADET MAJOR
CADET CAPTAIN
CADET FIRST LIEUTENANT
CADET SECOND LIEUTENANT

Junior ROTC Officer Cadet Rank Insignia.

WHEN TO SALUTE: All military men must salute those who rate this recognition. Basically, those entitled to a salute are all commissioned and warrant officers of the armed services, the reserve components, and the National Guard. This also applies to officers of friendly powers, high civilian officials who are entitled to honors, and enlisted men by other enlisted men in formation when rendering reports. After a senior has been saluted, if he remains nearby and no conversation takes place, no further salutes are necessary, but if you hold a conversation with him, salute when either he or you depart. You always salute when reporting to and taking your leave of an officer.

When greeting a lady, a civilian gentleman tips his hat. A Marine in uniform should remain covered and salute. Female officers of the armed forces are rendered the same courtesies as their male counterparts.

A Marine salutes indoors only when under arms. "Under arms" normally means a duty status with a side-arm such as a pistol, sword, or appropriate duty belt. A Marine only salutes when covered. The one exception to this is when performing duty with Army or Air Force personnel where saluting indoors is customary. Under such circumstances, Marines are authorized to adhere to the local practice.

When overtaking a senior officer, you salute and request "By your leave, sir." He will answer "Granted" and at this point you may pass him. Normally pass senior officers to their left. When an officer approaches enlisted men who are not in formation, the first to recognize him calls the group to attention and all salute as soon as the officer is within six paces. The salute is held until returned. The men remain at attention until the officer has passed or commands "Carry on." Men in formation normally do not salute. The Marine in command of the unit salutes for the unit after he has brought them to attention. If the men are drilling, the person in command salutes without bringing the men to attention. Officers passing in vehicles are saluted as if they were on foot.

When the National Anthem is played, face toward the music and salute. If the American flag is present, face it while saluting. When the National Anthem is played indoors, come to attention and face towards the music or flag.

Just as the salute is traditional, the accompanying greeting is also customary in the Marine Corps. An appropriate "Good morning, afternoon, or evening, sir." is sufficient. In addition, it is always a pleasure for any person to be mentioned by name and grade such as "Good morning, Colonel Smith."

There is an old adage which goes, "When in doubt, salute." You will generally be correct.

MILITARY TITLES: There is a long standing tradition that when you address an officer, you speak in the third person; for example, "Would the Colonel care to check these papers now?" or "Sir, Lance Corporal Evans reporting as ordered, sir."

When addressing people junior to you, formality in speaking is never wrong. While in class or training, address them by both their name and rank. This also applies when referring to a junior during a conversation.

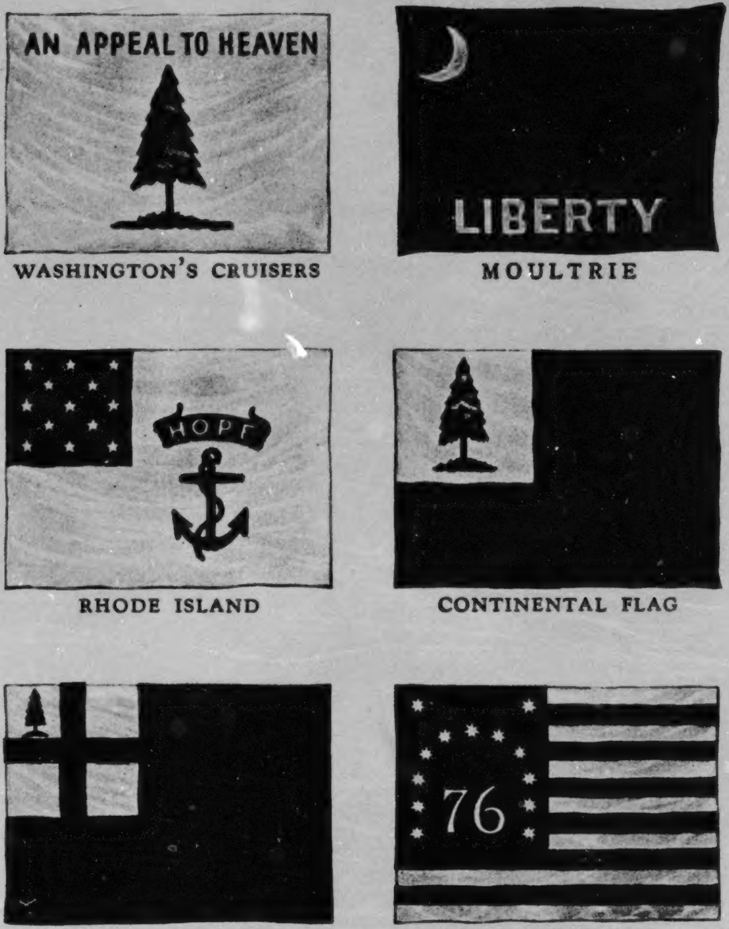
Any NCO above the rank of corporal may be informally referred to as "sergeant," but it is better to address him with his full rank.

One thing you should always keep in mind is to never feel self conscious about courtesy, in or out of uniform. A "Yes, sir" or "Yes, ma'am" can make all the difference in the world towards how you get along with people—and your parents are people, too. Standing when someone enters a room, opening a door, holding a chair are very simple gestures, but they can mean a great deal.

OLD GLORY

Before we became a Nation, our land knew many flags. Long ago, the Norsemen probed our coastal waters sailing under the banner of the black raven. Columbus carried a Spanish flag across the seas. The Pilgrims carried the flag of Great Britain. The Dutch colonists brought their striped flag to New Amsterdam. The French explored the continent under the royal fleur-de-lis. Each native Indian tribe had its own totem and insignia. Immigrants of every race and nationality, in seeking a new allegiance, have brought their symbols of loyalty to our shores.

During our Revolution, various banners were used by the not-yet-united colonies. A green pine tree with the motto, "An appeal to Heaven," was popular with our young Navy. The rattlesnake's warning, "Don't Tread on Me," was displayed by aroused colonists



WASHINGTON'S CRUISERS

MOULTRIE

RHODE ISLAND

CONTINENTAL FLAG

BUNKER HILL FLAG

BENNINGTON FLAG

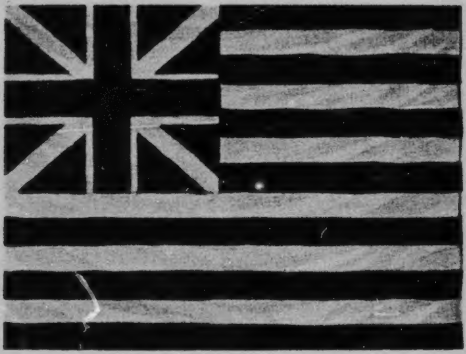
Early American flags.

along the Atlantic seaboard. The Moultrie "Liberty" flag, a large blue banner with a white crescent in the upper corner, rallied the defenders of Charleston, South Carolina, in 1776. The Bunker Hill flag was blue banner with a white canton filled with a red cross, and a small green flag of the maritime colony of Rhode Island bore a blue anchor under the word "Hope." Strikingly similar to the stars and stripes was the flag carried by the Green Mountain Boys of Vermont at the Battle of Bennington on August 16, 1777.

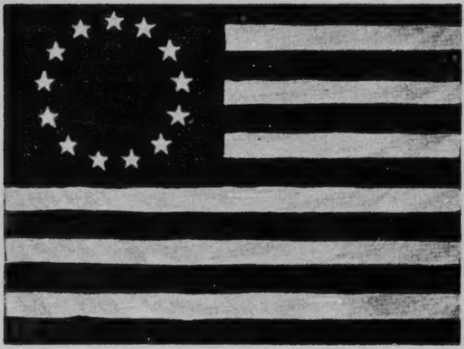
When Washington took command of the Continental Army at Cambridge, Massachusetts, in 1776, he stood under "The Grand Union Flag" which continued to show a dependence upon Great Britain. The canton of this flag was filled with the crosses of St. George (England) and St. Andrew (Scotland).

The first Stars and Stripes was created by the Continental Congress on June 14, 1777. This date is now observed nationally as "Flag Day."

In this flag the 13 stars, representing a constellation, were arranged in a vari-



The Stars and Stripes begin to form. The Grand Union Flag.



The first Stars and Stripes.

ety of designs. The most popular—with the stars in a circle so that no state could claim precedence over another—is known as the Betsy Ross flag in honor of the seamstress who is supposed to have sewn the first one.

As the American frontier expanded, two new States were added to the Union and these were incorporated into the flag. This meant that two stars and two stripes were added to the design—making a total of 15 each. It was this flag that withstood enemy bombardment at Fort McHenry, Maryland, September 13-14, 1814, and inspired Francis Scott Key to write the "Star-Spangled Banner."

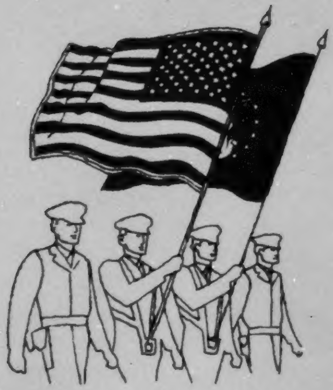
Later, when other States were added to the Union, the Congress, feeling that more stripes would blur the basic design, returned to the original 13 red and white stripes.

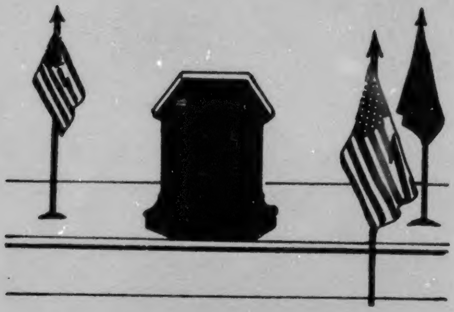
Since 1818, each new State has brought a new star to the flag. This growing pattern of stars could be said to reflect the growing dimensions of America's responsibilities, as the 13 stripes reflect the constant strength of our country's traditions.

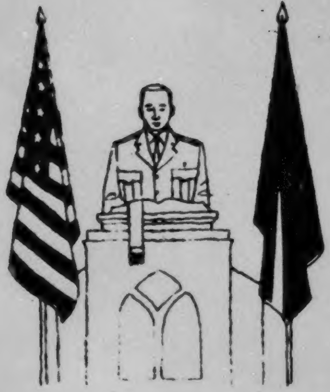
PRESENT THE COLORS: The national flag represents the living country and is considered as a living thing, the union being the honor point. The right arm is the sword arm and, therefore, the point of danger; hence, the right is the place of honor. The edge of the flag which is toward the staff is the heraldic dexter or right edge. The union is always given the honor point, i.e., the marching right, the flag's own right, or an observer's left.

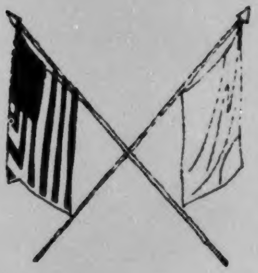
In general, the national flag should be displayed flat. It should not be festooned over doorways or arches, tied in a bowknot, or fashioned into a rosette. When used on a rostrum it should be displayed above and behind the speaker's desk. It should never be used to cover the speaker's desk or draped over the front of the platform. For this latter purpose, as well as for decoration in general, bunting of the national colors should be used, and since the union of the flag always goes to the honor point, the colors should be arranged with the blue above, the white in the middle, and the red below.

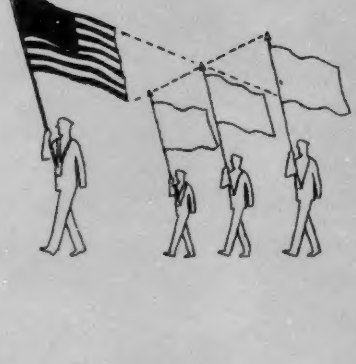
When the national flag is displayed in a chapel, in front of the chancel, it will be on the congregation's right as they face the chaplain. If displayed within the chancel, it will be on the chaplian's right as he faces the congregation. Other











flags in the same display will be on the wall opposite the national flag or on the chaplain's left, as the case may be.

When flags of two or more nations are displayed they are to be flown from separate staffs of the same height. The national flag, if required, will be displayed on the right (the flag's own right) of all others. The national flags of other nations shall be displayed, right to left, in the alphabetical order of the names of the nations in the English language. The flags should be of approximately equal size.

No lettering, figure, or object of any kind will be placed on or attached to the national flag.

No other flag or pennant should be placed above or, if on the same level, to the right of the national flag except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy.

The national flag, when flown at a military post or when carried by troops, will not be dipped by way of salute or compliment.

When the flag is carried as in a procession, with another flag or with other flags, the place of the flag is on the marching right, i.e., the left of an observer whom the flag is approaching or if there is a line of other flags in front of the center of that line.

The national flag should be at the center and at the highest point of the group when a number of flags of states or localities or pennants of societies are grouped and displayed from staffs.

When displayed over the middle of the street, the flag should be suspended vertically with the union to the north in an east and west street, or the east on on a north and south street.

When the flag is suspended over a sidewalk from a rope, extending from house to pole at the edge of the sidewalk, the flag should be hoisted out from the building toward the pole, union first.

When the flag is displayed from a staff projecting horizontally, or at any angle from the windowsill balcony or front of a building, the union of the flag should go clear to the peak of the staff (unless the flag is to be displayed at half-mast).

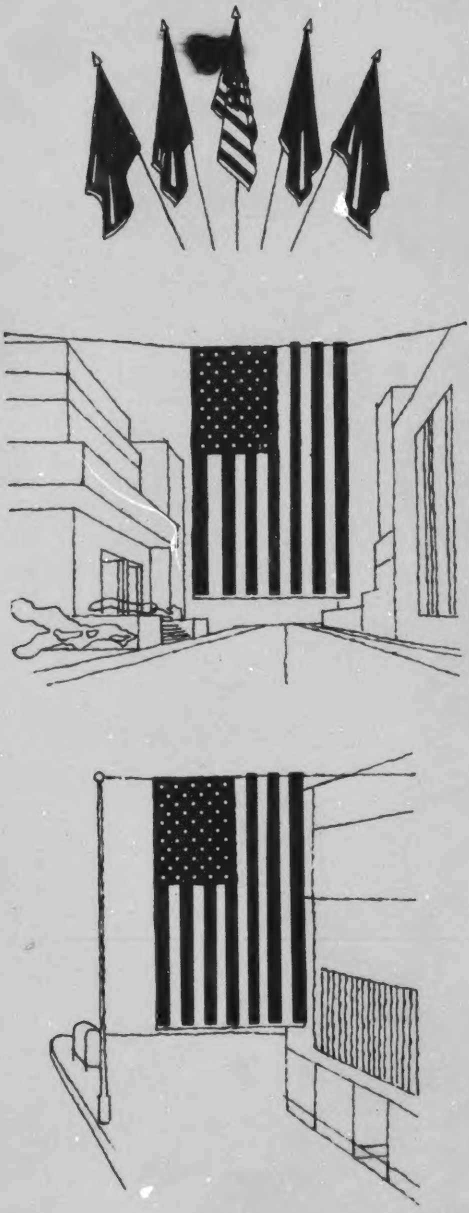
When flags of states or cities or pennants of societies are flown on the same halyard with the flag of the United States of America, the latter should always be at the peak. When flown from adjacent staffs the Stars and Stripes should be hoisted first and lowered last.

Flags carried by troops will not be half-staffed, nor will any such flag be placed in mourning unless ordered by the Secretary of the Navy. When so ordered, two streamers of black crepe 7 feet long and about 12 inches wide will be attached to the staff below the ornament of the national and organizational color and standard.

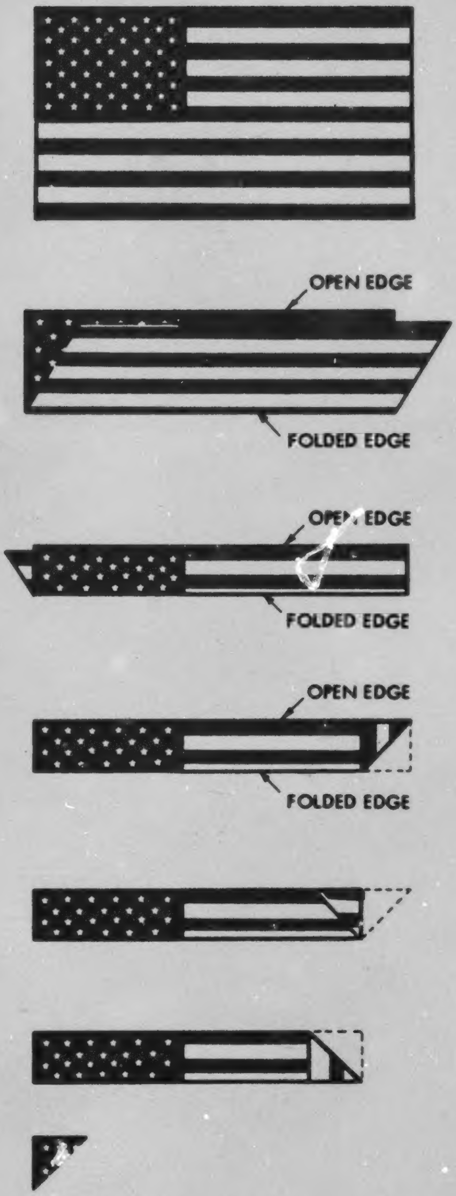
When the national ensign is lowered from the mast, no portion of it will be allowed to touch the ground either in lowering or in folding. The ensign is detached from the halyards and folded into the shape of a cocked hat, with the blue field and stars outward.

A flag in any position below the peak (the top of the mast or truck) is technically in the half-mast position but, in general, the middle point of the hoist of a flag at half-mast should, in the case of an unguyed mast of one piece be halfway between the peak and the foot of the mast or, in the case of a mast with a yard of guys, halfway between the peak and the yard or point of attachment of the guys. Local conditions, such as the liability of fouling the flag, may, however dictate other positions, a graceful one being with the top of the flag the depth of the hoist below the peak.

When the national ensign is displayed at half-mast, it is first hoisted to the peak and then lowered to the half-mast



Flag Display.


OPEN EDGE
FOLDED EDGE
OPEN EDGE
FOLDED EDGE
OPEN EDGE
FOLDED EDGE

Folding the Flag.

position. Before lowering, the ensign is again raised to the peak.

The flag is hoisted at 0800 and lowered at sunset daily in the Naval Service.

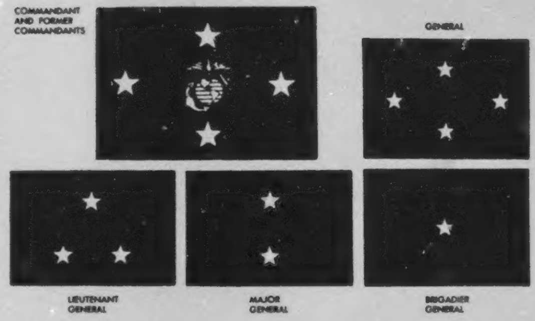
YOUR COLORS: Marine Corps Colors and Standards: The Commandant issues to every major Marine unit or organization a distinguishing flag which is carried beside the National Color. These unit flags are called Marine Corps Colors (or Standards). A Marine Corps Color bears the emblem and motto of the Corps and the unit title and follows the color scheme of the Corps, scarlet and gold.

The Marine Corps Color of a Fleet Marine Force unit is called the unit Battle Color; the Color authorized for an organization in the Supporting Establishment (such as a Marine Barracks) is called the Organization Color. No unit smaller than a separate battalion or regiment receives a Battle Color, nor does a temporary or provisional unit receive one unless specially authorized by the Commandant.

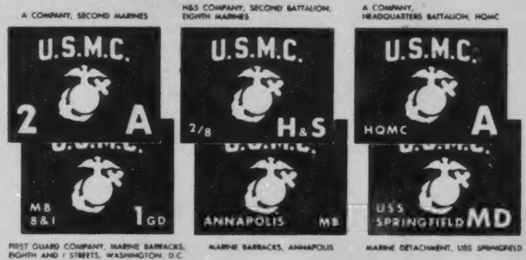
Certain organized units of the Marine Corps Reserve are likewise authorized to carry Organizational Flags of the type just described, but bearing a Reserve designation.

Guidons: These are small rectangular flags, made in the Marine Corps colors, carried by companies, batteries, or detachments, or used as marker flags for ceremonies. Organization guidons carry the Marine Corps emblem and the title of the unit. Dress guidons (used as markers) simply bear the initials "USMC."

Personal Flags: Every active general officer in command displays a personal flag. Marine Corps personal flags consist of a scarlet field with white stars according to the general officer's rank, arranged in the same manner as the stars on Navy personal flags. Regulations governing personal flags are in Navy Regulations and the Marine Corps Flag Manual.


COMMANDANT AND FORMER COMMANDANTS
GENERAL
LIEUTENANT GENERAL
MAJOR GENERAL
BRIGADIER GENERAL

Personal flags.


A COMPANY, SECOND MARINES
H&S COMPANY, SECOND BATTALION, EIGHTH MARINES
A COMPANY, HEADQUARTERS BATTALION, HQMC
U.S.M.C.
2
A
U.S.M.C.
2/8
H&S
U.S.M.C.
HQMC
A
MB 8&I
1GD
ANNAPOLIS
MB
USS SPRINGFIELD
MD
FIRST GUARD COMPANY, MARINE BARRACKS, EIGHTH AND I STREETS, WASHINGTON, D.C.
MARINE BARRACKS, ANNAPOLIS
MARINE DETACHMENT, USS SPRINGFIELD

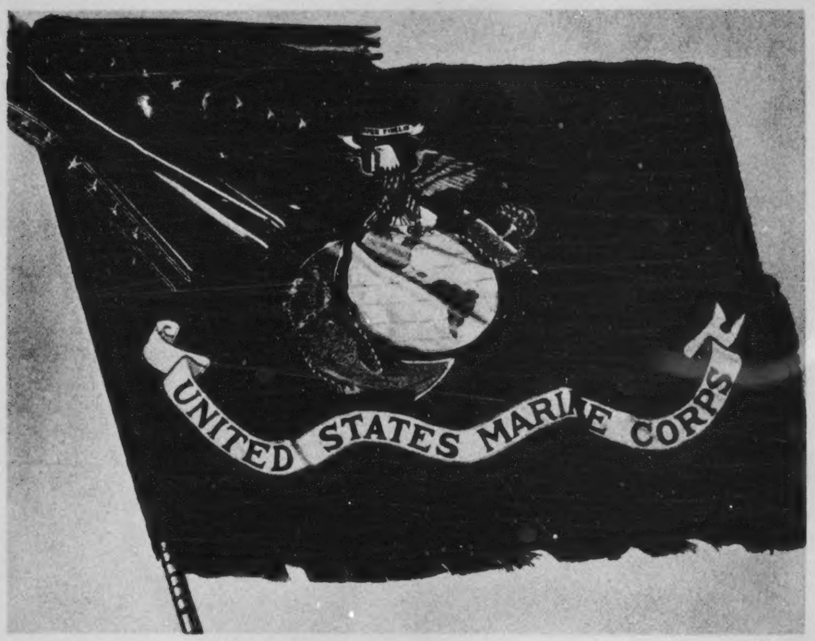
Examples of Marine Corps guidons.

Miscellaneous Flags: In addition to the ceremonial flags just described, the Corps employs several miscellaneous flags and pennants described in the Marine Corps Flag Manual. Examples are:

Geneva Convention flag
Church pennant
Sanitary cordon flag
Recruiting flag

APPURTENANCES OF FLAGS: The appurtenances, or additions to, Marine colors, standards, flags, and guidons are:

Streamers
Bands
Cords
Tassels
Staff ornaments



Marine Corps color with streamers and silver bands.

Streamers denote participation in combat or the award of a collective citation or decoration conferred on the unit as a whole. Until recently, a silver band was attached to the staff of a Marine Corps Color or Standard for each streamer awarded. When the unit or organization does not rate streamers or bands, a cord and tassel, woven in the Corps colors, is substituted.

The heads of staffs bear the following ornaments:

Colors and standards: silver lance head
Personal flag: silver halberd
Guidon: plain silver cap

The Marine Corps battle color is kept at the senior post of the Corps, the Marine Barracks at Eighth and I Streets, Washington, D.C. Attached to it are all the battle honors, citations, streamers, and silver bands which the Corps has won since 1775.

FOUNDATION FOR ESPRIT

Throughout this book and in succeeding books you will find mention of the term "esprit de corps" or "esprit." It comes from the French, and the dictionary defines it as "a sense of union and of common interests and responsibilities, as developed among a group of persons associated together."

Many organizations and military units have this feeling of esprit, but with the Marines it is an essential part of the Corps as a whole. Many people have tried to define the source of Marine esprit, but there seem to be as many definitions as there are authors. The situation is somewhat like the one where a person once asked a great jazz musician what made his type of music so popular and the musician responded, "If you have to ask, then you'll never know." The same applies to esprit. It is

Marine Corps Seal.

something you feel, a common bond with your fellow Marine forged in history, tradition, and shared experiences. You cannot really define it; it's just there.

TELL IT TO THE MARINES

Part of the color that makes up Marine Corps tradition and esprit is derived from the various sayings and expressions that have cropped up over the years. The following is a list of some of them:

Tell it to the Marines: This legend goes back to 1664 when a ship's captain told King Charles II of England about sighting flying fish during one of his journeys. The king was highly doubtful of the tale and turned to Samuel Pepys, Secretary of the Admiralty, "Mr. Pepys," he said, "no class of our subjects hath such knowledge of odd things on land and sea as our Marines. Hereafter, when we hear a yarn that lacketh likelihood, we shall tell it to the Marines. If they believe it, then we shall know it is true."

First to Fight: Marines have been in the forefront of every American war since the founding of the Corps. However, the slogan "First to Fight" did not appear on recruiting posters until World War I. It was used extensively, as was "Tell it to the Marines."

Devil Dogs: In the fierce fighting that took place at Belleau Wood during World War I, the Germans were astounded by the tenacious fighting ability of the Marines. The position, supposedly could not be taken, yet the Marines did it. Soon after, the Germans started referring to them as "Teufelhunden" which translated literally means "Devildog."

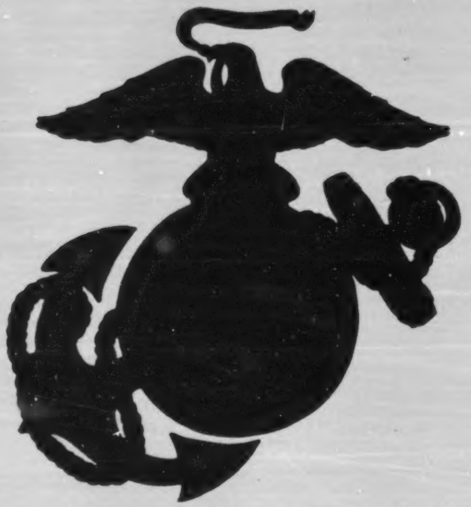
Semper Fidelis: The adoption in 1883 of "Semper Fidelis," "Always Faithful," as the official Marine Corps motto settled a dispute among three versions. Around 1812, Fortitudine, "with fortitude", was used; later "By Sea and Land" was heard; and "From the Halls of Montezuma to the Shores of Tripoli" came into vogue shortly after the capture of Mexico City in 1848.

Gung-ho: In recent times, "gung-ho" has come to stand for a person who is completely Marine oriented. It is a Chinese phrase meaning "pull together" and was used by Lieutenant Colonel Evans Carlson in the training of his Marine Raider Battalion during World War II.

A SPECIAL MEANING

In addition to the phrases and expressions that form Marine traditions, there are also more tangible displays; things that can be seen, or heard wherever there are Marines.

The Emblem: Prior to 1868, the Marines wore various emblems, based mainly on the spread eagle and fouled anchor derived from the emblem of the Royal Marines of England. In 1868, the 7th Commandant, General Zeilin, de-



Marine Corps Emblem.

cided on a single distinctive emblem centered around the globe. The globe had been conferred on the Royal Marines by King George because it was impossible to recite all the achievements of Marines on the Corps' colors so "The Great Globe Itself" became their emblem. The Royal Marines' globe was of the Eastern Hemisphere, but General Zeilin designated ours to display the Western Hemisphere. The eagle and anchor were added to show that the Corps was both American and maritime. The only reason the anchor is fouled is that it is more decorative that way.

Scarlet Trouser Stripe: The red stripe was first seen on Marine uniforms in 1796. It was used off and on until the uniform regulations of 1859 made it standard on all officer and NCO uniforms. The well-worn tale that the red stripe symbolized the blood shed in the Mexican War is not founded in fact.

Quatrefoil: The quatrefoil is the cross-shaped design on officers' and warrant officers' barracks caps and was taken directly from the Army of Napoleon III of France.

Marines' Hymn: The "Marines' Hymn" is the oldest official song of the armed forces. The origin of its words is unknown, but the music comes from an opera of Jacques Offenbach, "Genevieve de Brabant." When the "Hymn" is played, all Marines stand!

Canton Bell: This bell was taken by the Royal Marines after storming the Canton Forts in China in 1856 and for years occupied a place of honor in the Royal Marines' Officers' mess at Chatham, England. When the Barracks was decommissioned after World War II, the officers of the mess voted to present the bell to the U. S. Marines as a symbol of their comradeship during this attack and later.

NCO Sword: The NCO Sword is the U. S. Army model which was adopted in 1859 and briefly carried by Marine officers as well. When the officers went back to the Mameluke pattern, which is discussed in the History portion, the Army-type sword was retained for the NCOs and has been carried by them ever since.

Collar Emblems: Officers have worn collar emblems since the 1870s. Enlisted Marines did not rate this privilege until 1918 when Franklin D. Roosevelt, then Assistant Secretary of the Navy, visited the 4th Marine Brigade after the battle of Belleau Wood. In recognition of the Brigades' performance, Mr. Roosevelt directed, on the spot, that enlisted Marines wear the emblems on their collars.

Marines Corps' Colors: Scarlet and gold, the official colors of the Corps, were adopted by General Lejeune, the 13th Commandant. In addition to scarlet and gold, forest green has a semiofficial standing as a Marine color. Forest green comes from the costumes of the 18th century huntsmen who, when recruited as riflemen, continued to wear green.

Field Hat: This picturesque headgear was used from 1898 until 1942. Although abolished in World War II, General Cates, the 19th Commandant, authorized it for use on rifle ranges in 1948. In 1956, General Pate, the 21st Commandant authorized all drill instructors to wear it. Since that time it has become a symbol of Marine Corps recruit training.

Marine Corps Mascot: The figure of the bulldog with relation to the Marines probably dates back to World War I when the Germans referred to the Marines as "Devil Dogs." After the war, an English bulldog was presented to General Lejeune. Since that time, an English bulldog has served at Marine Barracks, Eighth and I, and participated in ceremonies as mascot of the Corps. The present dog's name of "Chesty" not only refers to his somewhat unique build but also to that of a famous Marine General who also carried the same nickname.

THERE'S A WORD FOR IT

Due to the Marine Corps' close association with the Navy many everyday terms have a nautical or ship-board origin.

Aye, Aye, Sir—Acknowledgement of an order meaning, "I understand, I will carry out the order." It is not a substitute for "yes, sir."

Boondocks—Woods, jungle, training areas.

Break Out—To unfurl, arouse, to remove from storage.

Brig—Place of confinement aboard ship, jail, or post prison.

Bulkhead—A wall.

Chow—A meal, food.

Deck—A floor.

Dope—Information; elevation and windage on rifle sights.

Field Day—Thorough cleaning of an area.

Galley—A kitchen.

Gear—Equipment; cleaning gear, athletic gear.

Hands, All—All members of a command.

Head—Bathroom, lavatory.

Ladder—Stairs, stairway.

Liberty—Authorized free time ashore or off station.

Mast—An audience with a senior officer.

Mess—A place to eat or a club; enlisted mess hall, commissioned officers mess.

Overhead—A ceiling.

Police—Condition of neatness or cleanliness; also to straighten up or tidy an area.

Quarters—Housing, sometimes used for any living area, usually on base.

Rack—Bed or bunk.

Scuttlebutt—Gossip or rumor; also a drinking fountain.

Sea Story—Story calculated to impress recruits or other individuals.

Square Away—To align, set in place, or correctly arrange articles or living space; when applied to individuals, to take in hand and direct.

Survey—To dispose of an item of government property by reason of unserviceability.

8th and I Marine Barracks Mascot, Staff Sergeant Chesty

Marine Barracks, 8th and I Streets, Washington, D.C.

IN EVERY CLIME AND PLACE

Since its birth, the Marine Corps has been a growing concern; slowly at first, sometimes even losing ground, till now it can be truly said that Marines do serve "in every clime and place."

MAJOR POSTS AND STATIONS

MARINE BARRACKS, EIGHTH AND I STREETS, S.E., WASHINGTON, D.C. "Eighth and Eye" is the senior post of the Corps, both because of its age and because it houses the Commandant. The post has been a Marine Barracks since 1801 and quartered Marine Corps Headquarters throughout its first century. It is the spit-and-polish post of the Corps, famous for its weekly Evening Parades, and constructed about a traditional barracks square in the heart of Washington.

The Barracks provides ceremonial troops for official occasions in the nation's capital. It supports the U. S. Marine Band, the Marine Corps Drum and Bugle Corps, and the Marine Corps Institute; and its officers and men are assigned to certain special security duties in and about Washington.

MARINE CORPS DEVELOPMENT AND EDUCATION COMMAND, QUANTICO, VIRGINIA. "MCDEC," or "Quantico," is in many ways the showplace of the Corps. It is a large (91 square miles) well-developed station on the Potomac River, approximately 35 miles south of Washington, D.C. Marine Corps Development and Education Command is comprised of three major subcommands—the Marine Corps Base, the Education Center, and the Development Center.

The Command also includes a Marine Corps Air Station and a Naval Hospital. Because of its educational and developmental roles, Quantico is considered the fountainhead of Marine Corps knowledge.

MARINE CORPS SUPPLY ACTIVITY, PHILADELPHIA. For more than 170 years, under various designations the Marine Corps Supply Activity (MCSA) at Philadelphia, birthplace of the Corps, has provided logistic support for the Marine Corps. Originally organized in 1798 by the Secretary of the Navy as "an establishment . . . for making and mending clothes for the Marine Corps," and the first 20th century expeditionary supply depot of the Corps, "Eleven Hundred South Broad Street," as it is generally known, has provided uninterrupted service as a key installation in the Marine Corps supporting establishment. Today, MCSA serves as the inventory control point for the Marine Corps. It stores and distributes publications and publicity material, and performs certain disbursing functions.

MARINE ACTIVITIES IN THE NORFOLK AREA. Although the Norfolk-Hampton Roads area includes no major Marine Corps post, it is the location of Headquarters, Fleet Marine Force, Atlantic, and of its supporting Camp Elmore; of Landing Force Training Command, Atlantic Fleet, at Little Creek; and of Marine Barracks, Norfolk Naval Shipyard—one of the oldest barracks in the Corps—and MB, Naval Base (Hampton Roads), Norfolk. In addition, as Norfolk is the primary East Coast base of the Atlantic Fleet, many Marines serve in the area for that reason. Thus Norfolk and the surrounding area can be considered as a Marine Corps station of importance.

MARINE CORPS AIR STATION (MCAS), CHERRY POINT, NORTH CAROLINA. Commissioned in September 1942, Cherry Point is the largest Marine air station in the world and home of the 2d Marine Aircraft Wing. It is an all-weather station and operates a Class A overhaul and repair facility.

MARINE CORPS BASE (MCB), CAMP LEJEUNE, NORTH CAROLINA. Camp Lejeune is the East Coast base for the ground units of the FMF. It can accommodate a Marine division plus units of Force Troops and adjoins MCAS, New River, at Peterfield Point, which is virtually an air station for Camp Lejeune. On the base can be found certain formal schools such as those for supply, motor transport, and engineers.

MARINE CORPS RECRUIT DEPOT, PARRIS ISLAND, SOUTH CAROLINA. Parris Island, or "PI," is the larger and older of the two recruit depots. It trains most recruits from east of the Mississippi River. In addition to recruit training there are numerous schools aboard the Depot, including Personnel Administration School with a Basic Personnel Administration Course, Administrative Chiefs' Personnel Administration Course, and the First Sergeants' Personnel Administration Course, Recruiters' School, and Drill Instructors' School.

MCAS, BEAUFORT, SOUTH CAROLINA. MCAS, Beaufort (pronounced "Bewfort") is a major jet air base capable of supporting two Marine aircraft groups and associated service units. It is close to Parris Island and provides military air services for that base.

MARINE CORPS SUPPLY CENTER (MCSC), ALBANY, GEORGIA. The Albany Supply Center is one of the newer posts of the Corps, carefully designed and planned for modern supply operations. Its mission is to receive, store, repair, and supply materials and equipment for the East Coast complex, which includes all Marine Corps forces and establishments east of the Rockies

Marine Corps Base, Camp Lejeune, North Carolina.

and in the Atlantic theater. It also stores and controls certain items for the Defense Supply Agency. The Center has more than 3,800,000 square feet of closed storage space in its 19 warehouses, and more than 7,700,000 square feet of concrete, asphalt, and gravel open storage lots.

MCAS, YUMA, ARIZONA. The newest Marine Corps air station in the United States, MCAS, Yuma, was taken over from the Air Force in 1958 and commissioned as a Marine Corps Air Station in July 1962. It has a 13,300-foot main runway—the second longest in the Naval Air Establishment—an instrumented special-weapons delivery range, and the finest flying weather to be found. MCAS, Yuma, is the home of the most elaborate Naval Air Weapons Training Facility in the United States. It is also the home port of three training squadrons, as well as the 5th Light Antiaircraft Missile Battalion, and Marine Air Control Squadron One.

MCB, TWENTYNINE PALMS, CALIFORNIA. With its area of 932 square miles, twice the size of Los Angeles and big enough to encompass Pendleton, Lejeune, and Quantico with room to spare, Twentynine Palms is not only the largest post in the Corps but also a primary training and experimental center for Marine artillery and guided missiles. It has facilities for the major part of Force Troops, FMF Pacific. The Communications Electronics School is a tenant unit.

MARINE CORPS SUPPLY CENTER, (MCSC), BARSTOW, CALIFORNIA. The Marine Supply Center at Barstow, with an annex at Yermo, is located in the Mojave Desert, where excellent outdoor storage conditions are

MCAS El Toro

possible because of low humidity and small amounts of rainfall, thus limiting mold, rust, and mildew of equipment. Another advantage is its geographic location with reference to transportation. The ten-acre Repair Shop, largest building of its kind in the Marine Corps, is located in the Yermo area. The Center's responsibility is to receive, store, maintain, repair, issue, and/or ship material as directed by the Inventory Control Point in Philadelphia, Pennsylvania, without regard to geographic location of customers.

MARINE CORPS RECRUIT DEPOT, SAN DIEGO, CALIFORNIA. The primary mission of the Recruit Depot is the training of recruit Marines, but it is also the home of the West Coast Sea School. The Depot recruits come from the 8th, 9th, 12th, and portions of the 4th Marine Corps District. The Depot is located in northwest San Diego on Highway 101.

MCB, CAMP PENDLETON, CALIFORNIA. "Pendleton" is the largest amphibious training base in the Corps. It serves as the major West Coast base for ground units of the Fleet Marine Force and provides facilities and support for a Marine division and some units of Force Troops. In addition, Camp Pendleton includes Edson Range, the weapons training center for the San Diego Recruit Depot. The base has a Naval Hospital, on the shores of Lake O'Neill, named for one of the most redoubtable and courageous Navy medical officers to serve with the Marine Corps.

Basic Specialist Training for MOSs other than infantry, Formal Schools Training, and Specialized Predeployment Training are conducted by the Schools Battalion. As during the Pacific and Korean Wars, Pendleton was the training "funnel" through which the majority of Marine battle replacements passed on their way to Vietnam.

Camp Pendleton covers 125,000 acres of terrain which includes three mountain ranges and 17 miles of coastline.

MCAS, EL TORO (SANTA ANA), CALIFORNIA. El Toro is the West coast base for aviation units of the FMF. The base houses and supports a Marine aircraft wing.

MARINE ACTIVITIES IN THE HAWAIIAN AREA. The island of Oahu includes several permanent Marine Corps installations with diverse missions. The headquarters and nerve center of all Fleet Marine Force Pacific activities is at Camp H. M. Smith overlooking Pearl Harbor from the site of the World War II Aiea Naval Hospital. In addition to Camp H. M. Smith, there is MCAS, Kaneohe, on the windward side of the island, home station in normal times of the 1st Marine Brigade, and one of two Marine Corps air stations outside the continental United States; here both ground and air units of the FMF train and operate as an integrated air-ground team. The Pearl Harbor Marine Barracks, together with smaller barracks at Barber's Point NAS and at Naval Ammunition Depot, Lualualei, perform security missions. Camp H. M. Smith was chosen by Commander-in-Chief Pacific, for his headquarters, which is a tenant activity.

AND A FEW MARINES

". . . Enlist Marines, twenty to a ship, from men between 20 and 30, and archers."

THEMISTOCLES 480 B.C.

The role Marines have played in military history stretches back to the days of ancient Greece, as the quote above shows. The Roman historian, Polybius, wrote in 150 B.C. ". . . it is the courage of the Marines that turns the scale most decisively in favor of victory." Such a statement could apply as well to the United States Marines, for the pride we feel today is founded on the accomplishments of a glorious and colorful past.

BORN WITH OUR NATION (1775-1865)

Even though Americans served as Marines alongside the British in colonial days, the first shot of the Revolution brought about a change of allegiancies, and in May 1775, eight Connecticut Marines were sent as part of a relief force to Fort Ticonderoga. These Marines came to be known as the "Original Eight."

During the early days of the Revolution Marines fought as part of the crew on warships. The oldest official record of service is the payroll of the sloop *Enterprise* which listed Lieutenant James Watson and 17 Marines with service from 3 May 1775.

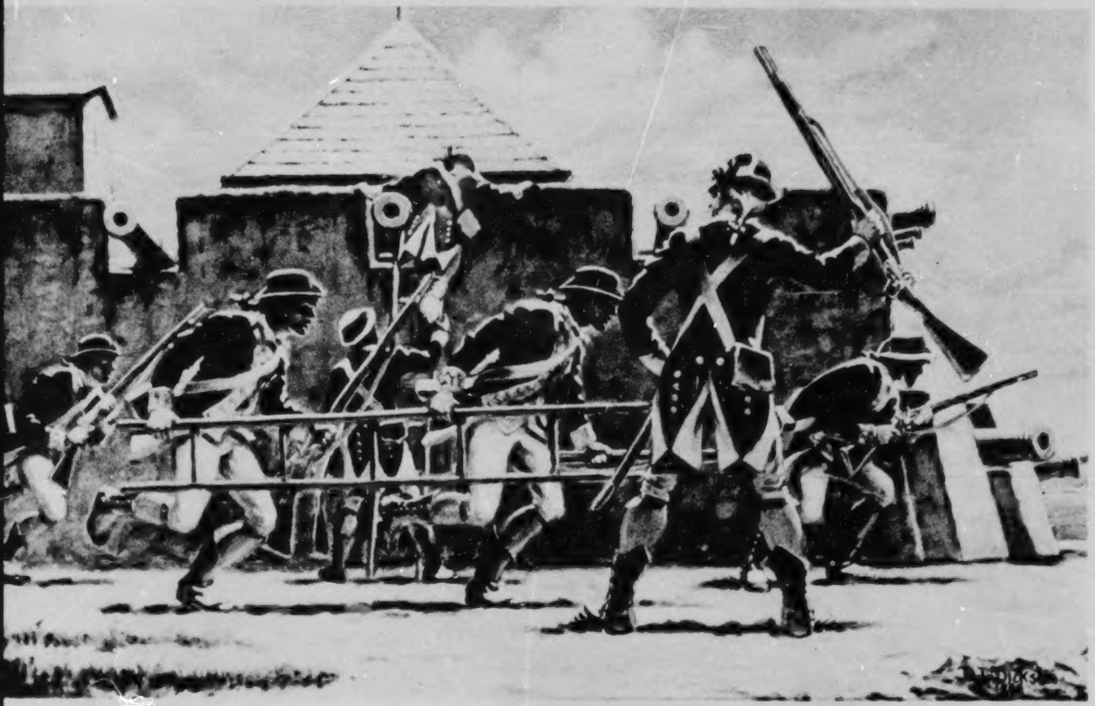
CONTINENTAL MARINES

In the fall of 1775, George Washington ordered the outfitting of several vessels of war, each to carry a detachment of colonial soldiers to act as Marines. These ships were the forerunners of the Continental Navy and the men designated to perform as Marines were the forerunners of the Continental Marines.

During this time, the Marines really had no official government recognition, however on 10 November 1775, the Continental Congress resolved "That two Battalions of Marines be raised-." It also stated that they be "good seamen, or so acquainted with maritime affairs as to be able to serve to advantage by sea, when required." Since then the date of 10 November has been celebrated by American Marines throughout the world as the birthday of the Corps.

The first Continental Marine Officer commissioned under this resolution was Captain Samuel Nicholas. Though not designated as such, Captain Nicholas is considered to have been the first Commandant.

Other Marine officers were also appointed, including Captain Robert Mullen who was the innkeeper of Tun Tavern in Philadelphia. Since it was a favorite rendezvous for men of the sea, the tavern made an ideal recruiting



Continental Marines storming Fort Montagu, New Providence Island 1776.

headquarters and is reputed to have been the birthplace of the Marine Corps.

FIRMLY ESTABLISHED

The Marines became firmly established in the military framework of the new nation as more "firsts" began to be added to their record.

In March of 1776, Captain Nicholas led the first successful landing operation —a raid on New Providence Island in the Bahamas. There the Marines captured supplies and guns that were ultimately used by the Continental Army.

When George Washington gathered his force together for the Battle of Trenton, Marines were there. Although they were held in reserve, this was the first instance in which regular Marines joined the Army and served as part of it. The primary duty of the Continental Marines was to serve aboard ships. They furnished guards, particularly near the arms chest and near open fires. They provided the captain with a dependable means he could use to control the ship's crew which often became unruly. In battle, the Marines were used as sharpshooters, organized as boarding parties, and formed as the spearhead for landing parties. They were expected to impart a high military character to the ships, and, in short, they were infantry soldiers trained to serve afloat.

John Paul Jones, who favored Marines because of their value as Naval fighting men, had a detachment of them aboard his ship *Bonhomme Richard* when he fought the British Frigate *Serapis*. In this famous sea battle, where Jones made his reply to Captain Pearson, "I have not yet begun to fight," Marines delivered devastating fire from the riging which cleared the weather deck of the Serapis. The *Bonhomme Richard* was outmanned and out-gunned, but a grenade thrown from the rigging entered a hatch of the frigate causing a powder magazine to explode, contributing ultimately to the *Serapis'* defeat.

Marines continued to serve with distinction during the rest of the war. However, the Treaty of Paris signed on 11 April 1783 ended hostilities and also ended the service of the Continental Marines.

THE EARLY YEARS

The naval establishment passed through a period of decline after the Revolution, and a Marine organization was not maintained. Then in 1794 a congressional act authorized a navy and provided for Marines to serve with its ships.

In July of 1798 Congress further approved a bill formally establishing the United States Marine Corps with Major William Ward Burrows as the first official Commandant. Major Burrows established his headquarters in tents in the nation's capital which was then Philadelphia. Two years later, the newly promoted Lieutenant Colonel Burrows moved his headquarters to the new capital, Washington, and by 1802, construction of the Marine Barracks at 8th and I Streets was completed. This was, and still is, the home of the Commandants.

One the same day the Corps was established, 11 July 1798, the Marine Band also came into existence, and within a short time became extremely popular in the Washington area. The Marine Band played at so many official receptions and functions that it became known as the "President's Own."

Difficulties with France, emphasized by the seizure of American ships and failure to recognize the rights of the United States as a neutral during European warfare, started the "undeclared" war with France in 1798. Marines were recruited and assigned to hastily commissioned Navy ships which were sent to drive the French from American waters. Much spirited fighting was conducted at sea with one of the most noteworthy actions occurring in May of 1800. The French had captured a British ship, the *Sandwich*, in the harbor at Puerto Plata. Marine Captain Daniel Carmick of the detachment aboard the *Constitution* gathered together his Marines and some sailors, boarded a small sloop that looked like a friendly ship to the French, and in a maneuver similar to the wooden horse of Troy, took over the *Sandwich*, captured the local fort, spiked all the cannon, and sailed away with the British ship.

In 1801 hostilities ceased, and the strength of the Corps was reduced to less than 500 officers and men.

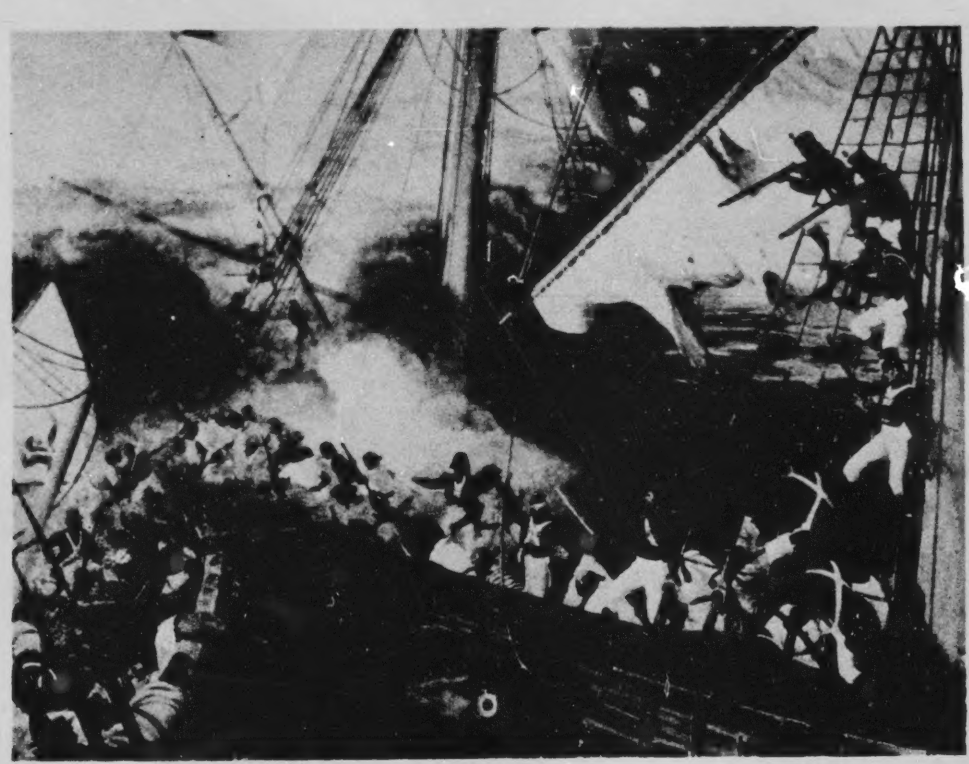
SHORES OF TRIPOLI

By the time Thomas Jefferson became President in 1801, nearly two million dollars, one fifth of the annual revenue, had been paid to the Moslem states of Morocco, Tunis, Algiers, and Tripoli. This money had been paid either as ransom for prisoners or in return for allowing American merchant ships to sail the Mediterranean. Despite this large payment, the Bashaw of Tripoli felt that he was not receiving enough tribute and declared war on the United States. A squadron of American ships was sent to Tripoli, but the force proved too weak to deal with the Barbary Corsairs. The first strike back at the Bashaw occurred in February of 1804. The U. S. frigate *Philadelphia* had been captured earlier by the pirates and was in the harbor at Tripoli. It was to be used by a Tripolitan crew for further piracy, but on the night of 16 February, Lieutenant Stephen Decatur, USN, with a complement of Marines and sailors sailed aboard a captured ketch, *Intrepid*, into the harbor, boarded the *Philadelphia*, burned the ship to the waterline and escaped without the loss of a man.

Perhaps the most extraordinary and courageous act of the Tripolitan War was carried out in 1805 by the American Consul at Tunis, William Eaton, with the assistance of Marine Lieutenant Presley O'Bannon. Eaton had located Hamet, the rightful ruler of Tripoli and had persuaded him to take the throne that was now occupied by his treacherous brother. In order to accomplish this, Eaton with a small group of Marines under O'Bannon and an itinerant army of Greek and Arab mercenaries left Egypt on a 600-mile march across the Libyan desert to the fortress at Derne in Tripoli.

After seven weeks of strife-torn marching, the force finally reached its objective. Coordination was difficult what with the different nationalities involved, but the attack was launched and after several reversals, the fort was taken. The Marines turned the cannon from the fort on the remaining enemy, completely demoralizing them, and within two hours after the initial attack, the battle was over and the inhabitants declared their allegiance to the new ruler. The success of Eaton's military venture ultimately led to a favorable treaty with Tripoli.

As a result of Lieutenant O'Bannon's heroism in the battle for Derne, Hamet presented O'Bannon with a sword which he had carried while living with the Mamalukes in Egypt. Traditionally, the same sword served as the pattern for



Marines of the USS WASP in action against HMS REINDEER, 1814.

the "Mamaluke Sword" which is presently carried by Marine Officers.

PATRIOTS' WAR

The year 1811 found Marines participating in the so-called "Patriots' War". The United States, fearing that Britain was negotiating to take possession of Florida from the Spanish, secretly took steps to prevent such an occurrence. Local "patriots" who were induced to take action by promises of land grants, marched against the Spanish and seized control in certain areas. Marines assisted in these operations, which included Indian fighting, until May of 1813, when they were withdrawn.

WAR OF 1812

When war was declared against Great Britain on 18 June 1812, the United States military services were ill-equipped and undermanned for such an encounter. As of 30 June 1812, the total of all U. S. military personnel stood at 12,631, with the Corps having 10 officers and 483 enlisted men. Since the Navy included only three first class war ships, along with a few other serviceable vessels, it was decided to scatter and harass the British by raiding their ships of commerce and whenever, possible, engaging single war vessels.

The Marines' participation in the War was both on land and on board ships serving on the Great Lakes and high seas. On 10 September 1813, Marines were on board Commodore Perry's ships when he successfully defeated the British in the Battle of Lake Erie.

First Lieutenant John Marshall Gamble, a Marine officer serving in the Pacific during the war with England, had a most unusual experience. While serving on the *Essex* in April 1813, he was placed in command of a captured British whaler which had been refitted as a 20-gun man-of-war. Gamble proceeded to attack and capture another British vessel, marking the first time a Marine officer had taken command of an American ship in battle. This record stood unchallenged for 132 years, until a humid day in August 1945 when First Lieutenant Stuart L. Pittman, USMC, commanding a commandeered Chinese junk, attacked a more heavily-armed Japanese junk, defeated her in battle and claimed her as a prize.

On land, in a vain attempt to block the British advance on Washington, Marines, sailors, and Army militia units fought at Bladensburg on 24 August 1814. Although most of the militia performed poorly during the engagement, the Marines and sailors fought a gallant fight until completely overwhelmed by superior forces. The British moved on to Washington where they burned a number of public buildings. Tradition has it that they spared the Barracks at Eighth and I because of the bravery of the Marines at Bladensburg.

Marines under Major Daniel Carmick were with Andrew Jackson at the Battle of New Orleans. Jackson's Army was made up of all sorts of different units, even the pirate crew of Jean Lafitte. The British attacked in heavy columns with full equipment, carrying scaling ladders and supported by rocket fire, but they were still no match for the well-placed defenders. The battle was over the next day, and although the total number of Marines that took part in the fight was not large, they fought gallantly under fire and were highly commended for their services by Jackson and the Congress.

DECADES OF PEACE

Three decades of peace followed the War of 1812 during which the Marine Corps' small complement kept alive. In

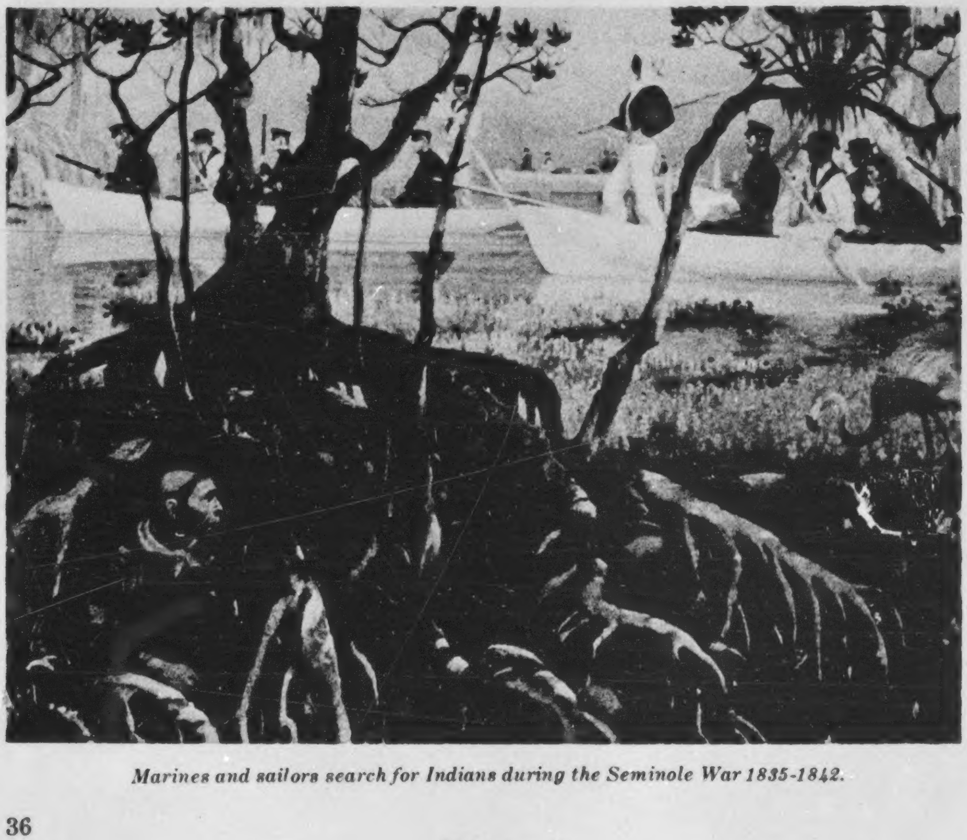
1817, only 14 officers and 652 enlisted men were carried on the Marine Corps rolls. Though Marine Corps strength grew slowly during those years, unit activities increased rapidly.

During this period Marines were called upon to perform a variety of duties. They landed in Cuba and went to Florida in pursuit of pirates. They participated in mercy missions, putting out fires in the Virgin Islands and in Boston, and helping to protect American lives in the Falkland Islands and Sumatra.

In 1820, Archibald Henderson was appointed the 5th Commandant of the Marine Corps. Only 37, Henderson introduced higher standards throughout the Corps, improving discipline, appearance, and training. His success was such that he served for 38 years as Commandant and has come to be referred to as the "Grand Old Man of the Corps."

INDIAN WARS

After several years of preliminary incidents involving Indians in Florida, hostilities began in earnest in 1835. By 1836 the Army in central Florida found itself in difficulty and Colonel Henderson volunteered a regiment of Marines which Henderson, although commandant, did not hesitate to lead personally. Initial fighting was against the Creek Indians in Georgia and later against the Seminole Indians in Florida. In 1837, Colonel Henderson was given command of a brigade composed of Marines and an Army regiment. The war was never officially concluded, but eventually the



Marines and sailors search for Indians during the Seminole War 1835-1842.

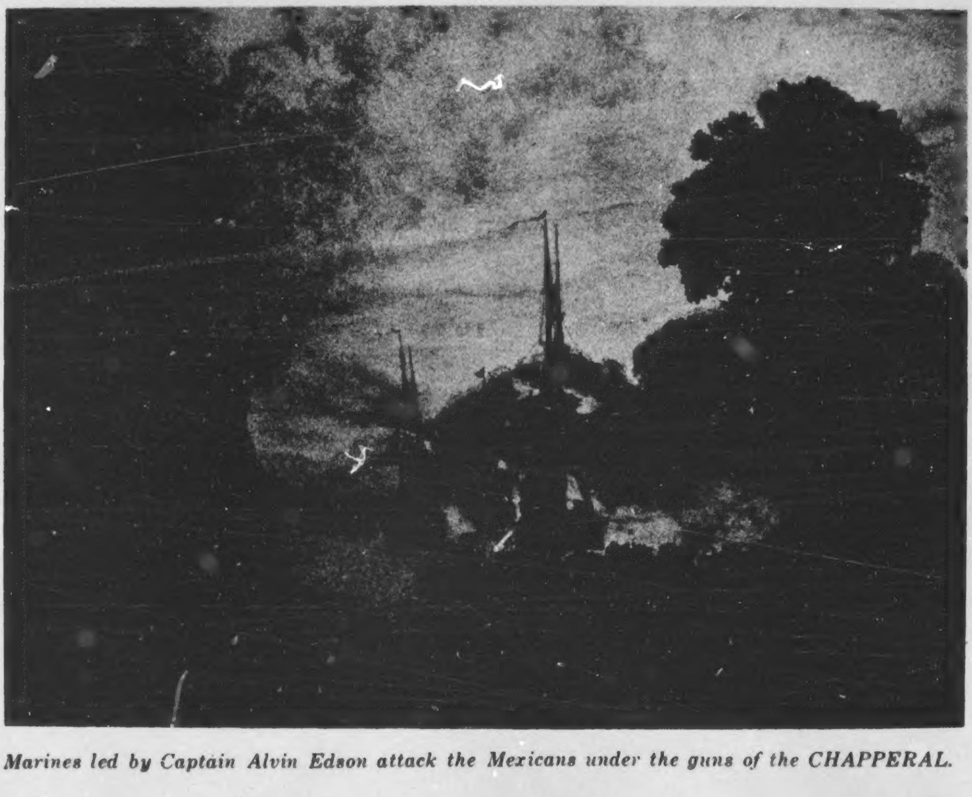
Seminoles were subdued and the Marines returned to their detachments and commands. The operations against the Indians provided the Marines with valuable field experience which was to prove useful a decade later in the war with Mexico.

HALLS OF MONTEZUMA

In 1846 war was declared with Mexico, and Marines were employed to seize numerous enemy seaports, including Tampico and Alvarado. At times, Marine detachments from various ships made separate amphibious landings; at other times they landed jointly with Navy or Army units. Occasionally, all Marines were formed into a battalion led by the Marine officers of the ships' squadron.

A major landing was made at Vera Cruz where a Marine Battalion, led by Captain Alvin Edson, was attached to an Army Regiment. The battalion was commended for its "thorough soldiership" during the battle.

A battalion of Marines provided the storming parties for the assault and capture of Mexico City. With the Marines in the lead, the Army division under General Quitman advanced until halted by heavy enemy fire. While Quitman attempted to maneuver his Army artillery into a firing position, Marine Captain George Terret, whose company was in an exposed and dangerous position, moved forward without orders and sliced through enemy batteries, pursued the fleeing artillerymen, and broke up a



Marines led by Captain Alvin Edson attack the Mexicans under the guns of the CHAPPERAL.

counterattack by Mexican lancers. After one more day of fierce fighting Marine Lieutenant Augustus S. Nicholson cut down the Mexican colors over the stronghold at Chapultepec and ran up the Stars and Stripes. As a result of the Marines' participation in the Mexican War, the citizens of Washington presented Commandant Henderson with a blue and gold standard which bore the motto "From Tripoli to the Halls of the Montezuma" which was later memorialized in the opening line of the Marines' Hymn—"From the Halls of Montezuma."

Limited numbers of Marines were also committed on the west coast of Mexico and California. Between the ports of Mazatlan, Mexico, and San Francisco, California, Marines from the Pacific Squadron made many landings and garrisoned several towns and forts.

They conducted extensive field operations against the Mexicans, and despite the lack of rapid communications with Washington, were highly successful in their assigned missions. Several months after the ratification of the peace treaty in May 1848, the Marines were withdrawn from Mexico.

MARINES AROUND THE WORLD

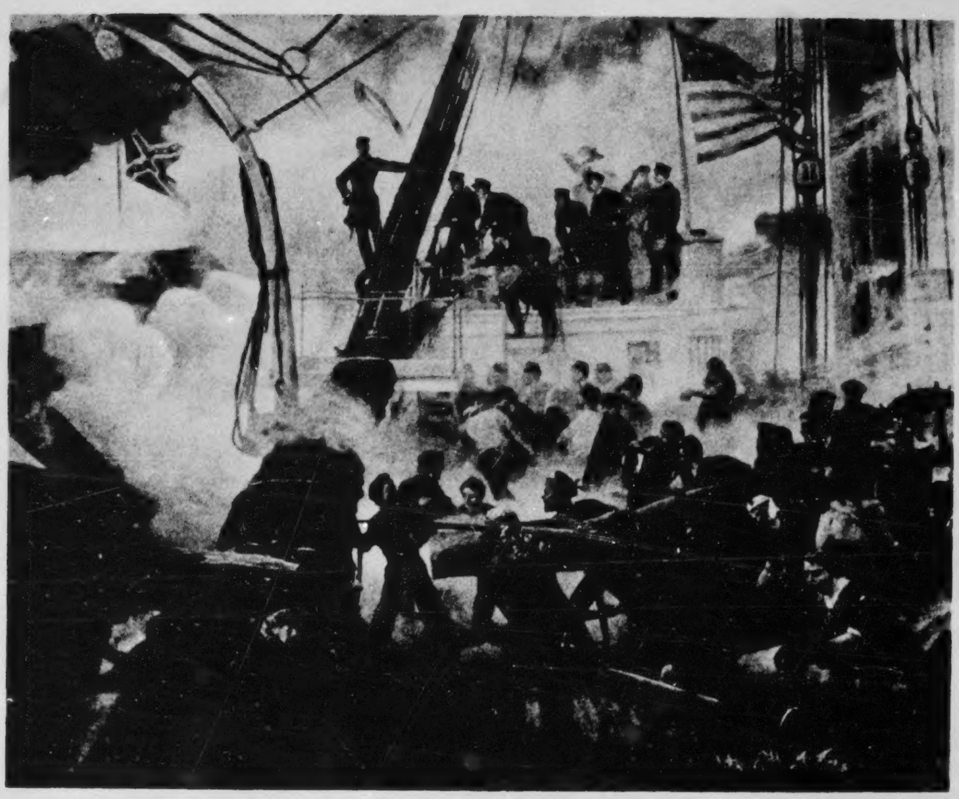
In protecting American interests, Marines performed duties ranging from landings in Nicaragua to diplomatic ceremonies with Perry in Japan, and from suppressing the African slave trade to storming the Barrier Forts at Canton, China. In accordance with an agreement with Great Britain, the United States maintained a Squadron off the west coast of Africa. In 1843, Commodore Perry landed in Liberia with a force of Marines and sailors to check into the reported murders of Americans. During the investigation Perry was physically attacked by one of the local chieftains, but Perry was saved from physical harm by a Marine Sergeant who shot the chieftain.

In 1854, Commodore Perry's Marines participated in elaborate ceremonies in Japan in connection with the establishment of Japanese—American trade agreements. Perry and Japanese officials signed the Treaty of Kanagawa, and after the ceremonies the Marines were commended for their military bearing.

Around this time warlike acts on the part of the Chinese in and around Canton, China, caused the American consul in that city to signal that American lives and property were in imminent danger. Marines under Commander Andrew H. Foote responded to the message, and in 1856 a force of approximately 287 officers, sailors and Marines met more than 4,000 Chinese troops and defeated them in every action. After three days of hard fighting, the Marines and sailors captured four strongly defended forts, killed an estimated 500 Chinese, and routed an army of thousands with American losses at only 7 killed and 32 wounded.

Personal bravery in the figure of Commandant Henderson showed itself when the Commandant faced a large group of well-armed toughs from Baltimore who were trying to disrupt polls on the election day of 1857 in Washington. When the rowdies produced a loaded brass cannon, the Marines were called out. Henderson took the initiative and marched right up to the muzzle stating, "Men, you had better think twice before you fire this piece at the Marines." The cannon was not fired, but shots were exchanged and in the brief scuffle the Marines quickly gained the upper hand causing the rioters to flee back to Baltimore.

In 1858 Marines landed in Uruguay to protect American property, and Marines from the Brooklyn Navy Yard were called to protect government buildings and suppress rioters on Staten



Marines and sailors with Farragut on the Hartford, 1864.

Island. Other Marines landed on the Fiji Islands to apprehend natives for the murder of American seamen.

Total Marine strength during the Mexican War had stood at 1800, but by 1849 this number had dropped to 1,100 —and the Civil War was just around the corner.

THE CIVIL WAR

War clouds were beginning to gather when in the fall of 1859, John Brown, the militant leader of the abolitionist movement, seized the United States Arsenal at Harper's Ferry trying to obtain arms and ammunition for his band. Federal assistance was requested and under the command of Lieutenant Israel Green, 86 Marines proceeded to Harper's Ferry and reported to Colonel Robert E. Lee, USA. Brown had established a fortification in the Arsenal engine house and on the morning after he had arrived, Green prepared a storming party to take the building and Brown. At the appointed time, Lieutenant J. E. B. Stuart, USA, approached the engine house with a demand for Brown to surrender. Brown refused and Greene and his men attacked the position. Upon gaining entrance to the fortress, Greene confronted Brown, but not before Brown had fired a shot which killed one of the Marines. Greene struck Brown with his sword and knocked him to the ground, which ended further resistance. When Brown had sufficiently recovered from his wounds, Greene and his detachment escorted him to Charlestown where he was later tried and hanged for treason.

1859 also saw the death of "The Grand Old Man of the Corps." Archibald Henderson died in office at the age of 76 and was succeeded by Lieutenant Colonel John Harris who was given the rank of Colonel Commandant.

From the onset of the war, the most important mission of the Navy was that of blockading the Confederacy, preventing it from carrying on trade with other nations. The Marine Corps' principal function was furnishing detachments for Navy vessels. Small detachments of Marines repeatedly distinguished themselves while serving the great guns aboard these vessels. They also landed and assisted in capturing the southern forts at Hatteras Inlet, Port Royal, St. Augustine, and Fort Fisher. When Union forces clashed with the Confederates at the First Battle of Bull Run (First Manassas) in July of 1861, a battalion of over 300 raw, inexperienced Marine recruits were included in the strength of the Federal Army.

At New Orleans in April 1862, Marines were the first Union Troops to enter the city. After forcing their way past the Confederate forts at the mouth of the Mississippi and sailing upriver to New Orleans, the ships of Captain David Farragut's squadron dropped anchor. A detachment of Marines under Lieutenant J. C. Harris landed on the 25th, calmly marched through the crowd, and took possession of the United States Mint. Captain Farragut demanded the city's surrender, but the Confederate commander refused; however, he did agree to evacuate the city in order to save the inhabitants from the danger of the attack. On 29 April, Marines in the squadron were formed into a battalion under Captain John L. Broome; they raised the United States flag over the customs house and then took possession of the city. Two days later the city was turned over to Union Army forces.

When the James River in Virginia had been opened by the destruction of the iro[illegible] *Virginia (Merrimac)*, a ship-to-shore battle resulted, involving the Union ship *Galena*. Shore batteries scored a hit that caused an explosion. Marine Corporal John Mackie rallied the survivors, carried off the dead and wounded, and got three of the *Galena's* guns back in action. As a result of Mackie's heroic action, he became the first Marine to win the Medal of Honor. By the time the war had ended, 17 Marines had won such an honor.

Marine detachments served on some of the river vessels used in clearing Confederates from the banks of the Mississippi in 1863. Marines were also employed to defend Washington against General Jubal Early's forces in 1864 while other Marines were protecting the railroad bridge over the Gunpowder River on the vital rail line linking Baltimore with Havre de Grace, Maryland.

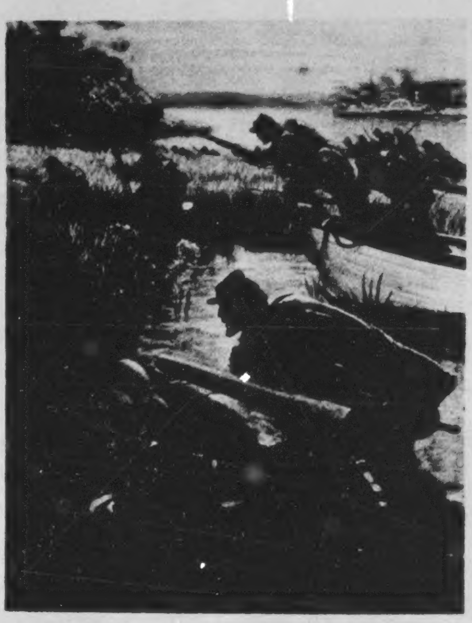
When the first shots opened the war in April, 1861, the total strength of the Marine Corps was less than 2,400. By the time of the final surrender, in spite of resignations by officers whose sympathies were with the South, the strength had increased to almost 3,900 officers and men.

INTO THE TWENTIETH CENTURY
(1866-1920)

THE FIRST KOREA

After the Civil War, the transition from sail to steam took the Marine sharpshooters out of the riggings; however, service at sea was still a primary function. Marines served with squadrons whose assigned missions were in such places as Egypt, Korea, Mexico, Cuba, the Arctic, Formosa, Uruguay, Argentina, Chile, Colombia, Panama, Haiti, Alaska, and the waters of Greenland. They executed landings in many instances, and on most occasions, the mere presence of Marines was enough to insure the protection of American lives and property. However, in 1871 an incident in Korea clearly demonstrated Marine readiness for action.

Shortly before 1870, hostile Koreans had murdered the entire crew of an American vessel. On previous occasions, Koreans had murdered other foreigners, including French missionaries. In 1871 the American minister to China attempted to negotiate with Korean officials and received permission for two United States ships to journey up the Salee River. After these ships were fired upon by hostile elements in one of many large forts overlooking the River, the Americans waited for ten days so that the Korean Government would have time to apologize. No apology was sent, so Marine Captain McLane Tilton with 105 of his men took the forefront of a provisional Naval Battalion which set about capturing three forts, the last of which resulted in savage hand-to-hand combat. While the battle raged, Corporal Charles Brown and Private Hugh Purvis fought their way to the flagstaff and tore down the enemy flag. As a result of this action, both Marines were awarded the Medal of Honor. Four other Marines were similarly honored.



Marine Infantry and artillery storming Fort Chojijin, Korea, 1871.

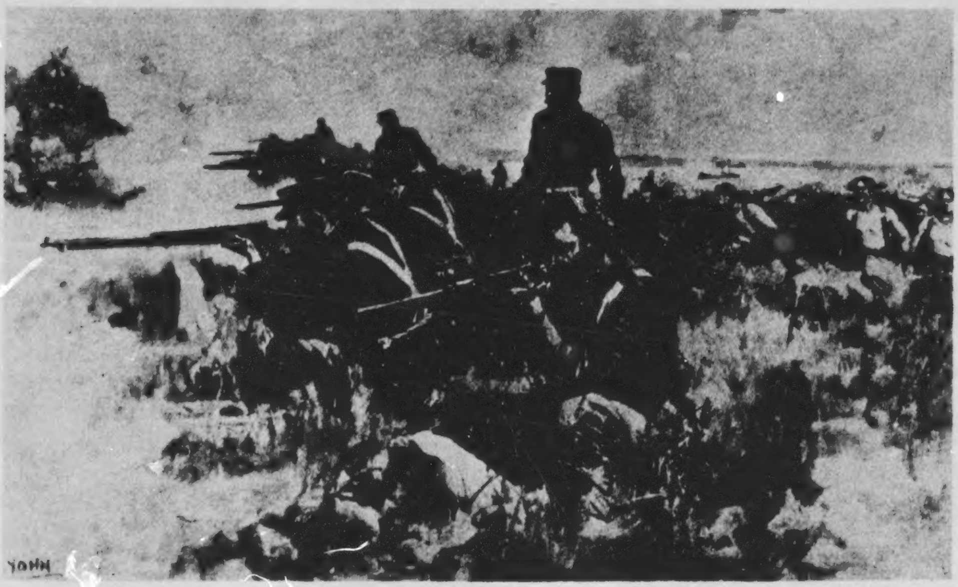
WE CONTINUE TO GROW

While Marines continued to protect Americans abroad, important steps were being taken by the Corps' leaders at home. Our 8th Commandant, Charles G. McCawley initiated a program of having new Marine officers appointed from graduates of the Naval Academy. He also established more up-to-date training programs for enlisted men and made several legislative recommendations in an effort to attract men of ability for a career in the Corps. In 1880 he appointed John Phillip Sousa as leader of the Marine Band. Sousa's own compositions and his extensive tours played a large role in gaining nationwide recognition for the Corps.

When McCawley retired, Colonel Charles Heywood took over the reins, carrying forth the momentum of his predecessor. He established a regular system of examinations for officers and set up a system of officer schools. Marine Corps posts increased from 12 to 21, and an officer was detailed as instructor at the Naval War College. Heywood placed great emphasis on Marine marksmanship, introduced the good conduct medal as an incentive for enlisted men, and was instrumental in establishing Marine Barracks, Port Royal, South Carolina. Marines of today know this location as Parris Island, the East Coast "Boot Camp" and one of the most important Marine training areas in the nation. Because of leaders like McCawley and Heywood, when war broke out between Spain and the United States in 1898, the Marines were not only willing to fight; they were also well-prepared.

THE SPANISH AMERICAN WAR

Spurred on by political and economic interests, America was ripe for war with Spain when the battleship *Maine* was blown up in Havana harbor on 15 February, 1898. The *Maine* went to the bottom with 260 of her crew including 28 Marines. Various resolutions of Congress finally led to a declaration of war allowing Commodore Dewey to "Damn the torpedoes, full speed ahead!" into Manila Bay and annihilate a Spanish



Marines under Lieutenant Colonel Huntington repelling an attack in Cuba.

flotilla there. Marines from Dewey's squadron were the first to land on Spanish territory and raise the Stars and Stripes over the Naval Station at Cavite.

Across the world, at another sunny spot, Marines under Lieutenant Colonel Robert Huntington landed at Guantanamo, Cuba. One of the objectives of Huntington's battalion was the town of Cuzco. As the small striking force began moving towards the town, it became evident to the unit commander that they were in danger, not only from the enemy fire but from the supporting naval gunfire as well. Without hesitation, Sergeant John Quick stood up in plain sight of the enemy and began waving an improvised flag in a cease fire signal to the ship. With enemy bullets and American naval shells whistling around him, Quick calmly remained exposed and continued to signal until the firing stopped. Quick emerged without a scratch and was later awarded the Medal of Honor.

Additional landings were prepared for by the Marines but after heavy Naval bombardment on coastal installations, a peace protocol was signed by the warring nations and the Marine battalion sailed back to the United States.

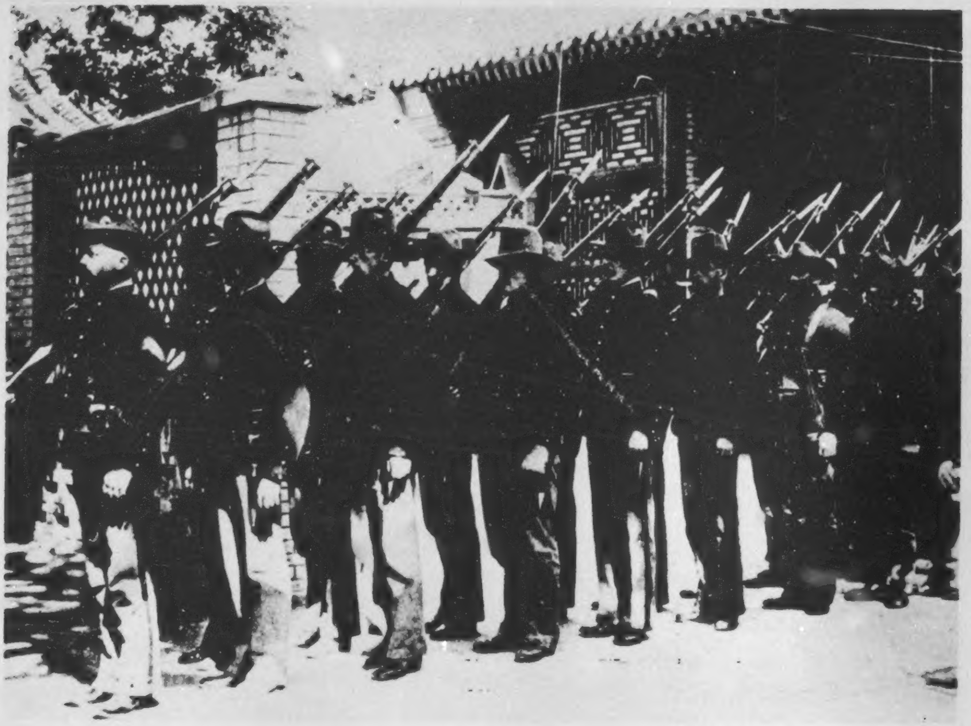
"INSURRECTOS" AND BOXERS

Landing followed landing as Marines in 1899 were sent ashore in Nicaragua, Samoa, and Guam. Nicaragua and Samoa involved the garrisoning of a naval Station to be established there. The primary effort of the Marines in the Pacific was directed at the Philippines. The Second Battalion of Marines under Major George F. Elliott arrived in September and joined another battalion already there in operations against rebellious Philippine "Insurrectos." Throughout the remainder of the year these two battalions campaigned in the Philippines, and in December replacements swelled the two battalions to form the 1st Marine Regiment. During 1900 additional Marines increased the strength of the force to a Brigade which became involved with guarding naval installations and administering the military government in several of the districts.

In the summer of 1900, trouble began to brew in China in the form of the Boxers, a fanatical group of Chinese, who began a destructive rampage in the area around Peking. An alarm was sent out for military assistance to protect the international legation at Peking and a Marine detachment under the command of Captain John T. Meyers rushed to the aid of the beleaguered legation. For three months Marines fought alongside Russian, British, German, Japanese, and United States soldiers while an international relief force attempted to relieve its besieged nationals. One Marine who won the Medal of Honor for his courage at the legation was Private Dan Daly. Alone, with his Lee rifle, Daly positioned himself on the wall bordering the legation and for an entire night repulsed attack after attack from groups of Chinese who were trying to break through. With acts of heroism such as this and the outstanding leadership of Captain Meyers, the small defense force held until the 1st Marine Regiment arrived from the Philippines and joined the attack. As the strength of the force increased, resistance to it was broken and order was finally restored.

STAND!—
HE SERVED ON SAMAR!

In the fall of 1901, Marines were sent to support Army units that were having difficulty controlling the Moros of Samar in the Philippines. An Army company had been hard hit and almost wiped out by the fierce natives. Along



Marines who served in the Relief Expedition are pictured at Peking during the Boxer Rebellion of 1900.

with the Army, Marines under Major Littleton W. T. Waller conducted a vigorous campaign and eventually restored peace to the island.

When the fighting was over, Army General Jacob M. Smith ordered Major Waller to organize a party and explore a telegraph route from Lanang to Basey on the West coast of the island—a distance of approximately 52 miles. From the beginning, the ill-fated march was beset by disaster. Boats tipped over in treacherous rivers, provisions were lost, and native bearers mutinied. As the march continued several Marines died of fever and exhaustion, and one man became insane. When all the survivors emerged from the bush in January 1902, 10 Marines had lost their lives. It later became a custom to toast the surviving officers of the Samar Battalion, whenever one of them was present in the messes of the brigade, with the tribute: "Stand, gentlemen, he served on Samar."

BACK TO THE CARIBBEAN

Panama, which was part of Colombia, revolted in 1903. President Theodore Roosevelt ordered Marines into the area to prevent any other forces from landing within 50 miles of the new state. The revolt was successful, and the United States signed a treaty with the new government which made it possible to build the Panama Canal during a later period.

During the Cuban revolt of 1906, President Roosevelt ordered two battalions of Marines to the island to stabilize the government. When peace was restored, the Army of Cuban Pacification was organized, and Marines served with this organization under U. S. Army jurisdiction until 1909. Marines returned to Cuba intermittently until the last expeditionary force was withdrawn in 1922. Ten years later the Cuban political pot boiled again, and Marines stood by in Cuban waters. Since 1934, when a Cuban-United States Treaty was signed ending American intervention, Marines have been stationed at the large Naval base at Guantanamo Bay.

The concept of amphibious operations assumed greater significance after the successes at Manila Bay and Guantanamo Bay during the war with Spain. In 1902, special training in the capture and defense of advanced bases was undertaken, and in 1910 the Advanced Base School was created in order to focus thinking on the unique problems of amphibious warfare. As a result, the Advance Base Force was created. This brigade possessed a supporting arms capability and was kept ready for service with the fleet—a forerunner of the present day Fleet Marine Force.

New weapons and equipment now became available to the Marines. New trucks and radios provided long-range supply and communications. Improved artillery and automatic rifles gave Marines greatly increased firepower.

In May of 1912 official Marine recognition was made of a combat arm that was to turn the tide of many future battles. First Lieutenant Alfred A. Cunningham was assigned as the first Marine pilot.

BANANA WARS

To support United States policy based on the Monroe Doctrine, Marines continued to intervene where requested in Latin America. Many of the countries

First Lieutenant Alfred A. Cunningham, first Marine aviator at the controls of an early seaplane.

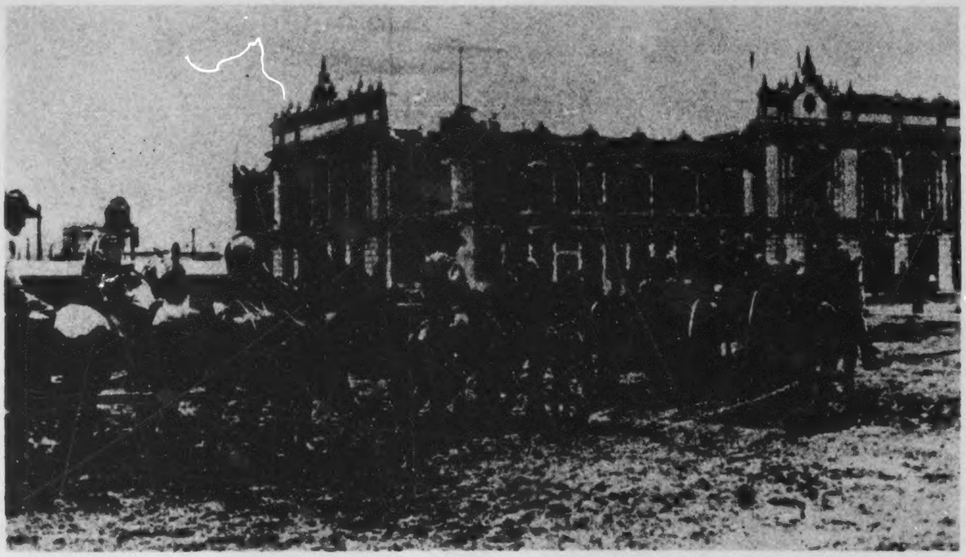
in the Caribbean provided direct access to the Panama Canal, and the United States was determined to protect its interests. The following actions in this area came to be known as the Banana Wars.

In Nicaragua, Marines protected American interests while the revolution of 1909 created great political debate and rebels roamed the land. At the request of the Nicaraguan government, more Marines were landed in 1912. They guarded the railroad, occupied several towns and patrolled extensively to preserve the peace and maintain order. During these operations, Marines began developing techniques to be applied in jungle warfare and in support of ground troops. By 1913, the Americans had achieved a certain degree of order in the country, but when the legation guard was withdrawn in 1925, civil war broke out again, and by 1927 an entire Marine brigade was back fighting the rebels. Since the number of Marines was limited compared to the area covered, garrisons were established only in the more important towns. Organizations of bandits, led primarily by their chieftain, Sandino, flourished throughout rural areas.

Nicaragua's Guardia Nacional, officered by Marines, fought many skirmishes with the outlaws. Numerous future leaders of the Marine Corps received valuable experience in these actions, and one officer, Lieutenant Louis B. "Chesty" Puller began a career that was to be a legend in his own time. Puller and his second in command, Gunnery Sergeant William A. Lee, instituted aggressive combat patrols that led them into numerous battles with the rebels and created new concepts in small unit tactics and patrolling.

By 1932, after more than 500 encounters with outlaws, the Guardia, led by native officers, was able to take over completely. The Marines left the country in 1933, leaving behind a relatively efficient local government.

The Dominican Republic also needed a stabilizing influence. In 1912, 1914, 1915 and again in 1916 Marines were called upon to support the local govern-



Mule drawn artillery was part of the Marine Brigade that served at Vera Cruz, Mexico in 1914.

ment and train a native constabulary to combat banditry. They continued these operations until 1924 when the American Military Governor turned the reins of government over to the newly-constituted Dominican officials, and the Marines finally departed.

In April of 1914, the Advance Base Force landed at Vera Cruz to protect the rights of American citizens living in Mexico. Later that year internal conditions in Haiti deteriorated to the extent that a detachment of Marines was landed for the purpose of restoring order and protecting the property of Americans and Europeans alike. During the next year, 1915, the Cacos, a feared group of outlaws, caused an open revolt. In a short time the Marines were up to brigade strength, and while the native Gendarmerie, which was officered by Marines, battled with the rebels, Navy and Marine officers trained Haitian officials in government functions. Dan Daly, the hero of the legation wall in Peking, earned his second Medal of Honor in Haiti when his patrol was ambushed while crossing a rushing mountain river. All night the patrol was surrounded and under constant fire, but somehow, Daly crept through the enemy lines and retrieved a machine gun that had sunk in the river with the pack horse that had carried it. He struggled back to the lines with the gun and ammunition bringing the required firepower to break out of the trap.

Another Medal of Honor winner was Sergeant Herman H. Hannekin who devised a plan whereby he would sneak through enemy lines and kill or capture the Caco leader, Charlemagne. With the help of trusted gendarmes he disguised himself as a native and passed through six protective outposts before confronting the leader and shooting him with his pistol.

The situation had calmed by 1922, and experience gained in these bandit battles provided valuable training for future operations. By 1934 the withdrawal of Marines was complete.

WE ARE COMMITTED

On 26 August, 1916, the Naval Appropriations Bill became law. War was raging in Europe and the need for a larger military was becoming obvious. As a result of the Bill, the Marine Corps increased by 5,000 enlisted men and over 250 officers. By the time a state of war was declared on 6 April, 1917, the Marine Corps strength had more than doubled. In addition to duty at 25 posts and stations inside the United States, Marines were serving aboard Navy vessels and almost 5,000 men were serving beyond the continental limits. Despite this widespread dispersion, in June of 1917 the 5th Regiment of Marines, completely organized and ready for service, set sail from the United States in June of 1917. This regiment formed one-fifth of the first force of American troops dispatched for service in France. The Americans arrived in France in the middle of July, and French soldiers were immediately assigned to instruct the Marines in trench warfare, something new to the highly mobile Marines of the past.

Additional Marines continued to come overseas. In 1918, the Marines' strength and reputation was such that Brigadier John A. Lejeune became commander of the 2d Infantry Division, the first Marine officer to command an Army division in combat.

Probably the most famous Marine unit of World War I was the 4th Brigade which received its baptism of fire in the battle of Belleau Wood. Because of this battle, the spotlight of world attention was suddenly focused on the Marines, and some mention should be made of a few of the details.

On 2 June 1918, the 4th Brigade occupied a line just opposite the Woods.

The battered French Army had been filtering through the line all day and when the Germans rushed out of the woods in an afternoon attack, they were met by a wall of fire from Marine rifles and machineguns. The Germans—and the French—had never seen anything like it before. The Marines were deliberately using their sights, adjusting to range and elevation and stopping the Germans as far out as 800 yards. This was contrary to practically all European training and experience, and it stopped the attackers cold. Now that the German advance had been halted, the Marines took the initiative, and began a series of attacks that would create more casualties than at any other time in their history, but there was no stopping them.

Sergeant Dan Daly, whom we have already heard about in China and Haiti, was pinned down with his men 400 yards from the Woods. The situation was impossible, but finally Daly shouted "Come on, . . . do you want to live forever?" and led his men in an attack that brought the battalion a hundred Distinguished Service Crosses, Navy Crosses, and Silver Stars for its action.

The Germans had turned the Woods into a veritable fortress with machine guns on every little piece of high ground, behind boulders and even in trees, but the Marines, ragged, dirty, and hungry, attacked again and again until on 26 June, the Brigade Commander announced to the world, "Woods now U. S. Marine Corps entirely." A grateful French government later named Belleau Woods, the Woods of the Marine Brigade.

SOISSONS

On 15 July, the German Army commenced its last offensive of the war, a thrust of 13 Divisions to capture Rheims. On 18 July, supported by artillery, the 5th Marine Regiment attacked along with other elite shock troops of the French Army, the Moroccans, Senegalese, and Foreign Legion. Within a few hours the Marines had out-distanced all the French troops and driven a shaken enemy before them. Next morning, another element of the brigade, the 6th Marine Regiment, jumped off against rapidly solidifying enemy resistance. Without realizing it, they had run into a German corps-sized counterattack. The situation reported by field message from 1st Lieutenant Clifton B. Cates, later to become commandant, is typical of the Marines' professional attitude.

> I am in an old abandoned French trench bordering on a road leading out from our CP and 350 yards from an old mill. I have only two men left out of my company and 20 out of other companies. We need support, but it is almost suicide to try and get it here as we are swept by machine gun fire and a constant artillery barrage is upon us. I have no one on my left and only a few on my right. I will hold.

When the Marine casualties reached 50 percent, they dug in and were shortly relieved by another division. The counterattack had been stopped.

ST. MIHIEL—BLANC MONT RIDGE

Despite the performance by the Marines at Belleau Wood and Soissons they were now dispersed to various supply points, guard units and stations where they were used as chauffeurs and orderlies. When the all-American St. Mihiel offensive was planned, General Lejeune, by every means possible, pulled his Marines back into one unit. The 2d Division, with the re-established 4th Brigade, launched the offensive on 12 September and with their Army compatriots, slashed forward. Despite numerous heavy German counterattacks they seized their objectives.

Following the St. Mihiel action, the

A new recruit signs up for the Marine Corps during World War I.

2nd Division joined the French Fourth Army. A proposal was made by the French to split up the 2nd into shock troops for use with various French units, but General Lejeune objected strongly. He won his point and the Division became part of the spearhead in the attack of Blanc Mont Ridge, a key position in the German defensive line. On 3 October 1918, after a 5-minute thunderclap from 200 artillery pieces, a battalion of tanks lumbered over the battlefield at 8 miles per hour, all guns firing, with the 6th Marines following close behind. Thirty 75mm artillery batteries fired a rolling barrage in front of the tanks, adding 100 meters in range every four minutes. While 18 batteries of 155mm guns blasted the Ridge itself, the Marines ground steadily forward, and after two days of bitter fighting, the Marine Brigade, in coordination with an Army brigade of the 2nd Division, completely cleared the objective.

MEUSE-ARGONNE AND ARMISTICE

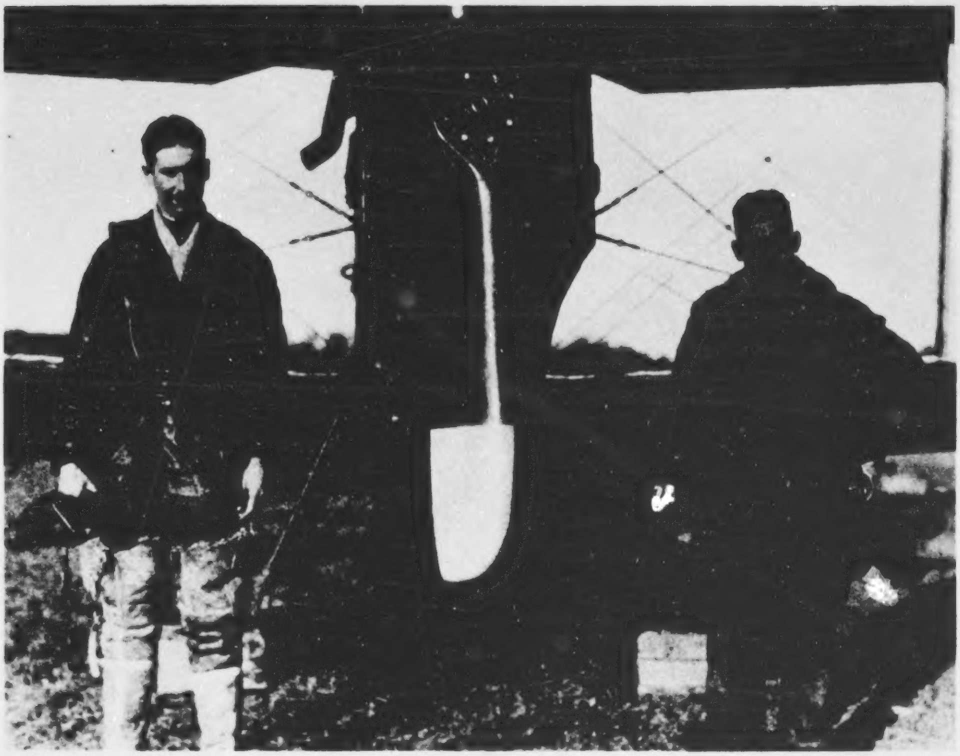
November of 1918 found the Brigade, along with other American units, fighting in the great Meuse-Argonne offensive. The 2nd Infantry Division, with the Marine Brigade in the forefront, was assigned an attack mission designed to force a wedge-shaped breach through the backbone of hostile resistance. The attack was completely successful, and the brigade was still advancing to exploit their advantage when the news of the armistice was announced.

AVIATION COMES OF AGE

On 1 August 1912, Lieutenant Alfred Cunningham, who was mentioned earlier, became Naval Aviator Number 5 when he soloed after 2 hours and 40 minutes of instruction. He also became a member of the Chambers Board governing the future of naval aviation, and along with future Marine members contributed much towards the development of flying as an integral part of the naval service. When the United States entered World War I there were only 6 officers designated naval aviators with support personnel consisting of 1 warrant officer and 45 enlisted men. Six months later the First Marine Aeronautic Company was organized. In January 1918, the company of 12 officers and 133 enlisted men was transferred to the Azores where the pilots flew submarine patrols till the end of the war.

In the United States, the Marines finally acquired their own landing field at Miami, Florida, in April 1918. There the 1st Marine Aviation Force was organized and soon sailed for France. The Marine pilots, like most American airmen in France, faced the problem of having no aircraft to fly, so they were assigned to British squadrons where they got their first taste of combat flying. It was not until September that they received their first bombers and began operations against German bases in the Dunkirk area. The Armistice was signed shortly thereafter, but Marine pilots did manage to shoot down at least 4 and possibly 12 German planes.

During World War I, all aviation played a minor role compared to the



Two Marine aviators in flying uniforms during World War I.

enormous clashes by mass land armies, but its value was beginning to be recognized. While Marine aviators did not fly in support of any Marine ground units during the war, it was Cunningham himself who commented that "the only excuse for aviation in any service is its usefulness in assisting the troops on the ground to successfully carry out their operations." Such thinking was later basic to the Marine Corps' development of the air-ground team concept.

CHAPTER 5

BETWEEN WORLD WARS I AND II
(1920-1940)

TRAINING IMPROVEMENTS

The so-called peaceful years between world wars were anything but peaceful for the United States Marines. They were involved in suppressing armed revolts in Latin American countries, guarding the U. S. Mails, fighting bandits, organizing native police forces, protecting national and foreign interests in China, and performing other missions intended to preserve peace and order.

From the end of the war until the depression of the 1930s, the peacetime strength of the Marine Corps fluctuated, but averaged about 20,000. Enlistment standards were high, and all Marines were volunteers, some of whom began to specialize in different military fields. The Marine Corps Institute, a correspondence school using self-study methods, was established in 1920 to assist Marines in their efforts to increase the level of their formal education and also to improve military proficiency. A vigorous interest in athletics catapulted the Marine Corps into national sports competition, and the schedules of Marine teams included collegiate, military, semipro, and independent amateur opponents.

Marine Corps participation in competition marksmanship had progressed from its early beginnings at the turn of the century, through the first place winning National Trophy rifle team in 1911, to a position of almost complete dominance during the period following World War I. Marines distinguished themselves in both individual and team matches, with rifle and pistol, in national, international, and Olympic competition. Individual firing resulted in amazing record scores. To limit the feats of Marine marksmen, the design of the target was changed to include the addition of a "V" ring, which would make consecutive perfect scores more difficult to obtain. Marine Corps Rifle and Pistol teams established new records and won new laurels in spite of the reduced strength of the Marine Corps.

Training continues as Marines of the Expeditionary Force wade ashore from a landing boat at Culebra, Puerto Rico during fleet maneuvers in 1924.

Training facilities were improved after the war. Prior to the acquisition of Parris Island in November 1915, recruits were trained at various installations along the east coast. After that date, Parris Island became the recruit training depot for the east coast. On the west coast, Puget Sound and Mare Island were the "boot" camp sites until 1923 when San Diego became the permanent west coast training center for recruits. Officers were trained at Philadelphia, Quantico, and Parris Island.

PROTECTIVE FORCES

The nation was confronted with problems concerning the increasing crime rate after the war, and the Post Office Department found itself unable to cope with the large number of mail robberies. In November 1921, approximately 2,200 Marines formed a nation-wide system of guards for the purpose of mail protection. With Marines in the mail distribution centers and guarding the mail trains, the robberies quickly ceased and the Marines were relieved of this assignment until 1926 when they were recalled to perform the same task.

Between 1922 and 1925, Marines of the Asiatic Fleet were called upon to make a number of landings in China. Their mission during this period, as it had been in the past, was to protect American citizens. In 1927, when civil war swept throughout China, the 3d Marine Brigade, which consisted primarily of the 4th Marines, was rushed to Shanghai and Tientsin. The Marines protected Americans and other foreigners, and although fighting raged in the areas around the International Settlement, they steadfastly held their position of neutrality. Departing from Tientsin in 1929, Marines remained in Shanghai until a few days before the Pearl Harbor attack of 7 December 1941, when they withdrew to the Philippines.

AVIATION GROWTH

During these years, Marine Corps aviators, although relatively few in number, accompanied their fellow Marines to the far corners of the globe serving in such places as Santo Domingo, Haiti, Nicaragua, Guam, China, and Antarctica. The aviation squadrons assisted materially in operations to support United States foreign policy. At the same time they developed new and ef-

Colorful symbol of the "China Marines", the mounted detachment on parade.

A trimotor transport dropping supplies to Marines in Nicaragua.

fective air tactics; for example, in 1927, Major Ross E. Rowell led what is considered to be the first organized dive bombing attack in history. He also led what was probably the first low altitude attack against an organized enemy in support of ground troops.

In addition to their use in attacks against the enemy, aircraft were used to drop medicine to isolated patrols and to evacuate seriously wounded casualties. In 1928, First Lieutenant Christian Schilt made a series of remarkable flights to rescue Marines who were critically wounded by bandits near Quilali, Nicaragua. The intrepid pilot made a number of landings and takeoffs from a dangerously short makeshift air strip with a heavily loaded plane. On each flight he carried out wounded men, and on return trips he brought in ammunition and supplies. He was awarded the Medal of Honor for his extraordinary heroism.

Lined up for inspection at San Diego in 1933, Marine two-seat scout planes and single seat fighters with a trimotor transport in the background.

Marines of the Fleet Marine Force conducting amphibious exercises in 1936.

Marine flyers also accompanied Admiral Byrd on his North Pole and South Pole expeditions. Others kept a vigilant watch over the activities of the adversaries engaged in the Chinese Civil War. In 1931, two Marine aviation squadrons were stationed onboard aircraft carriers. Marine aviation had given evidence of rapid growth.

NEW DOCTRINE

During the 1920s, the Navy and Marine Corps increased their development efforts in the field of amphibious warfare. In the spring of 1925, activities were temporarily suspended at Marine Officers' Schools, Quantico, in order to permit student officers as well as instructors to participate in joint Army and Navy maneuvers. Upon completion of these maneuvers, greater emphasis was given to amphibious operations and to landing force employment in amphibious operations. A 1927 document entitled *Joint Action of the Army and Navy* defined the Marine Corps mission as being prepared for:

> land operations in support of the fleet for the initial seizure and defense of advanced bases and for such limited auxiliary land operations as are essential to the prosecution of the naval campaign.

New and more progressive methods of instruction were adopted, and critical analyses of current tactics were encouraged. In 1934, a "Tentative Landing Operations Manual" was published. This manual was adopted without change by the Army and Navy, and with later modification it served as a guide for the successful amphibious operations of World War II.

Testing and evaluation of new ideas was done at Quantico. Scores of important items of equipment and new techniques were developed. An expeditionary force, designated the Fleet Marine Force, was organized in 1933 and began conducting training exercises with fleet elements in the conduct of amphibious assaults.

Naval gunfire and air support control systems were two of the more important features that came to be learned. These provided that naval gunfire would be employed during the initial phases of the landing before artillery elements were available and that air support would be employed against critical targets that could not be reached by other weapons. Operations undertaken later caused some changes, but the Marine Corps, with experience based upon pioneer testing, training, and evaluation, gave valuable instruction to the other services in amphibious warfare and landing force operations.

While developing techniques and equipment for amphibious warfare, the Marine Corps was also providing a means for rapidly increasing its size in the event of war. The means to accomplish this critical aim was the Marine Corps Reserve. First organized in 1914, the Reserve had increased its strength to 7,000 (including 250 women) by the end of World War I. The strength of the Reserve diminished until 1925, when it was reorganized by an act of Congress. By 1940, the Reserve consisted of 15,000 officers and men, compared with 25,000 Marines of the regular Marine Corps.

Late in 1939, with war clouds on the horizon, President Roosevelt had authorized the increase of the regular Marine Corps to 25,000. By July of 1940, that total had been reached, and an increase to 45,000 was then authorized. Units of the organized Reserve were called to active duty in late 1940, and during 1941 recruiting of regulars and further mobilization of reserves proceeded rapidly. By December of 1941, the Marine Corps had a total of 66,300 regulars and reserves on active duty.

CHAPTER 6

UNCOMMON VALOR (1941-1946)

PREPARING FOR WAR

Early in 1941 the Fleet Marine Force was expanded to the extent that it was reorganized into two major elements, the 1st and 2d Marine Divisions. The 1st Marine Division was formed around elements of the 1st Marine Brigade located at Guantanamo Bay, Cuba. The 2d Marine Division was similarly formed around elements of the 2d Marine Brigade on the West Coast. By the time summer arrived in 1941, the Marine Corps was called upon to demonstrate the capabilities of the Fleet Marine Force. Acting upon the decision to use United States forces to relieve British forces of their garrison assignment at Iceland, President Roosevelt turned to the Marine Corps as the nation's most available force in readiness. The 1st Marine Brigade (Provisional) consisting of 4,095 troops was designated for this mission and sailed to Iceland soon thereafter. Marines were also on duty in China, the Philippines, the Hawaiian Islands, Guam, Wake, Midway, American Samoa, Panama, and several British Islands in the Atlantic Ocean. Intensive training was being conducted by all units. War was only a few months away.

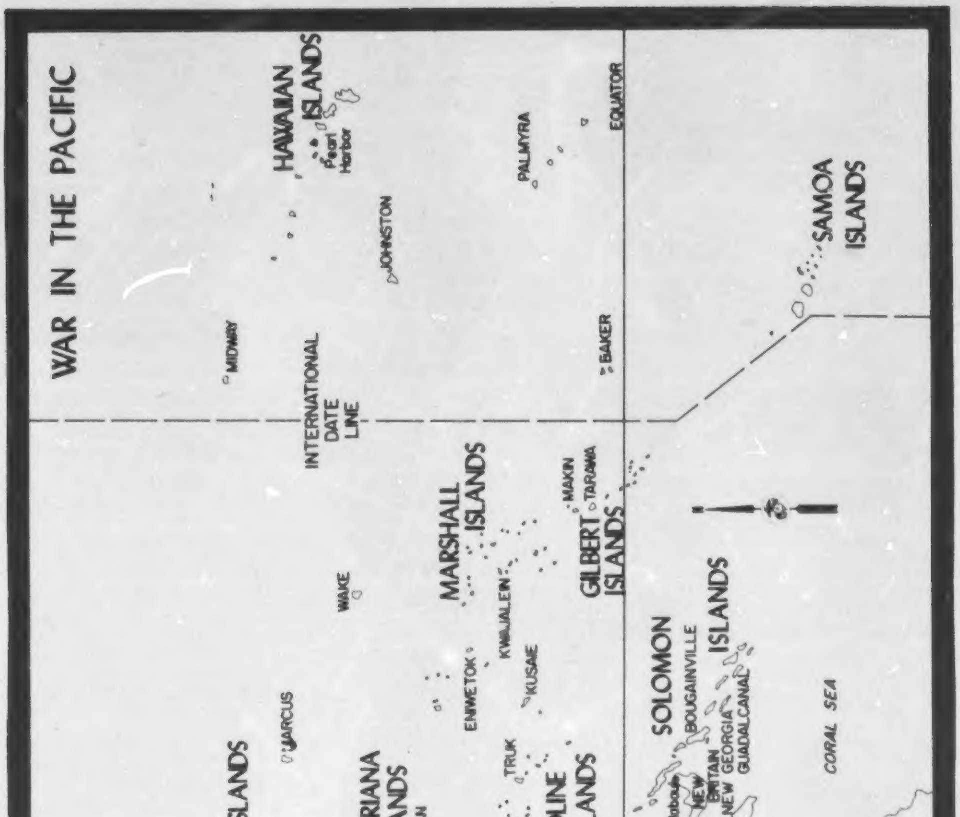
THE GAUNTLET IS THROWN

On the morning of 7 December 1941, Japanese planes attacked Pearl Harbor. The great American fleet located there was virtually destroyed and all military airfields and other installations received attacks at the same time. The defenders fought back valiantly, but as the result of this one swift attack, the Japanese were able to control the Pacific. Within a few hours after the Pearl Harbor attack, Marines at Guam, Midway, and Wake Island were also on the receiving end of Japanese bombs.

The forces at Guam consisted of naval personnel and only 153 Marines whose largest weapons were .30 caliber machineguns. For two days the Japanese rained bombs on Guam and then landed approximately six thousand troops. The island defenders fought bitterly for several hours, but the odds against them were overwhelming; the island commander was forced to surrender. The first American outpost had fallen.

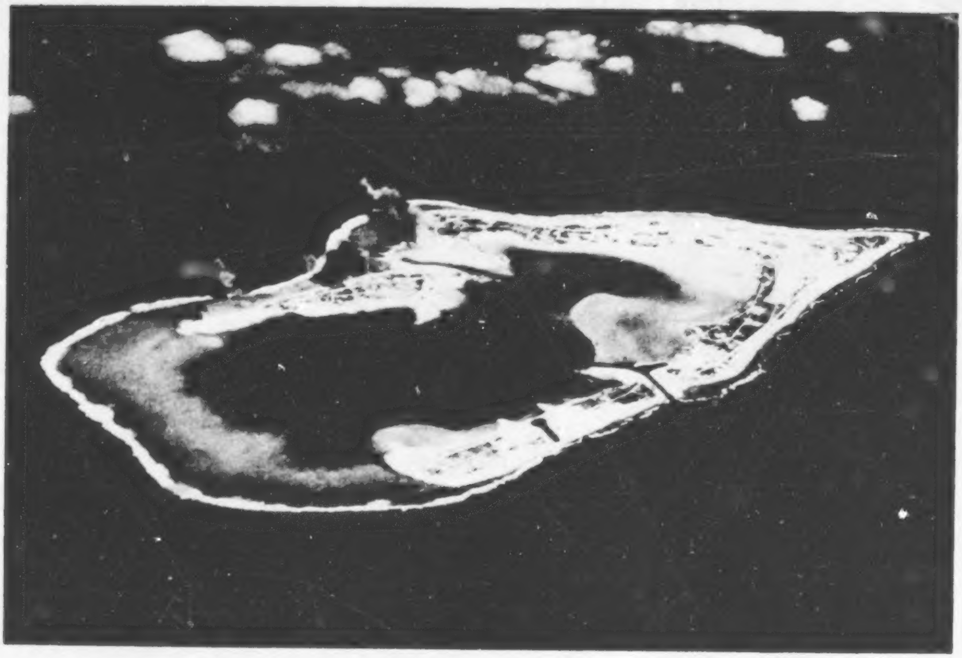
After three days of heavy bombing, the Japanese fleet moved in for a landing on Wake Island. Major James P. S. Devereaux's Wake Detachment of the 1st Defense Battalion and Major Paul A. Putnam's VMF-211 (fighter squadron) defeated the initial Japanese attacks, sinking two destroyers, damaging seven more, and causing 700 enemy casualties. The enemy withdrew, pounded the island heavily for the next ten days and returned with 1500 naval landing troops. In spite of a heroic defense, the island fell on 21 December.

While Wake was being attacked, the most powerful invasion force Japan had ever formed was engaged in overrunning the Philippines. The 4th Marines, which had just arrived from Shanghai, were transferred to General MacArthur's



WAR IN THE PACIFIC

HAWAIIAN ISLANDS
Pearl Harbor
PALMYRA
EQUATOR
JOHNSTON
SAMOA ISLANDS
MIDWAY
INTERNATIONAL DATE LINE
BAKER
MARSHALL ISLANDS
MAKIN
TARAWA
GILBERT ISLANDS
WAKE
KWAJALEIN
ENIWETOK
KUSAIE
SOLOMON ISLANDS
BOUGAINVILLE
NEW GEORGIA
GUADALCANAL
CORAL SEA
MARCUS
BONIN ISLANDS
MARIANA ISLANDS
SAIPAN
TINIAN
GUAM
TRUK
CAROLINE ISLANDS
Rabaul
NEW BRITAIN
JAPAN
Tokyo
IWO JIMA
VOLCANO ISLANDS
PALAU ISLANDS
EQUATOR
NEW GUINEA
Port Moresby
KOREA
SEA OF JAPAN
RYUKYU ISLANDS
OKINAWA
PHILIPPINES SEA
PHILIPPINES
LEYTE
PELELIU
Darwin
AUSTRALIA
YELLOW SEA
EAST CHINA SEA
FORMOSA
LUZON
Manila
CELEBES
Tientsin
Tsingtao
CHINA
Hong Kong
SOUTH CHINA SEA
BORNEO
JAVA
INDIAN OCEAN



Wake Island, scene of heavy fighting in the early part of the war.

command and assigned to man Corregidor's beach defenses. On Bataan, although under crushing Japanese air attacks and later facing an amphibious landing by major Japanese forces, the defenders held out as long as was possible, but Bataan fell on 9 April 1942. Many of the determined Marines of this force refused to surrender, and after working their way down to the beaches were able to half float—half swim using coconut logs to cross over to Corregidor Island. Finally, Corregidor too was overcome by sheer weight of numbers and it fell on 6 May. The Japanese had taken the Philippines.

Marines were serving aboard cruisers, battleships, and aircraft carriers of Task Force 17 when it steamed out on 7 May to intercept a Japanese invasion force headed for New Guinea and the Solomons. Carrier aircraft of the opposing forces clashed in the Battle of the Coral Sea and both sides received heavy damage. Losses from the battle were about equal, but the battle was important because a Japanese invasion force was turned back. After the disaster at Pearl Harbor, the Pacific Fleet was now back in the fight.

Midway Island was America's most advanced base at the end of May 1942. Naval intelligence discovered that an enemy attack was scheduled for Midway in the near future, and Marines of the 6th Defense Battalion and Marine Aircraft Group 22 (MAG-22) were busy preparing for the expected Japanese attack. Enough antiaircraft weapons, fighters, bombers, and patrol planes were brought in to cause the island to fairly bristle with hostility. On the morning of 4 June 1942, a huge Japanese air armada attacked. The defending island aircraft plus carrier aircraft of the *Enterprise* and *Hornet* rushed into the enemy formations and after 20 minutes of savage fighting, the air battle was over. The only major American loss was the carrier *Yorktown*, while Japan suffered the loss of four aircraft carriers plus hundreds of her finest pilots. Midway had fought off its first and last air attack of the war.

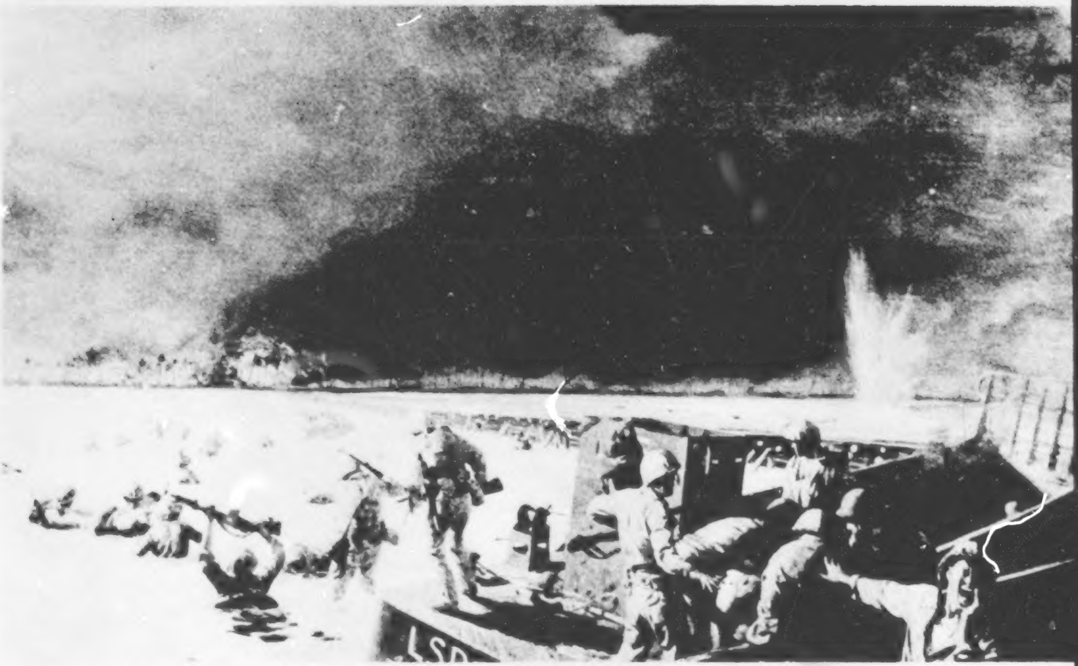
The previous battles in the Pacific had given the United States the opportunity to bid for time. The Corps, expanding for war at the time of the Pearl Harbor attack, stood at 65,000 officers and men. Continuing to expand until the maximum strength of 485,000 was reached in August of 1945, the Marine Corps eventually numbered six divisions and five aircraft wings.

GUADALCANAL

On 7 August 1942, Marines landed on the beaches of Guadalcanal in the Solomon Islands. This was the first Allied land offensive in the Pacific and the first real test of Marine amphibious planning. The men of the 1st Marine Division landed unopposed, but the enemy soon showed himself, displaying a thorough knowledge of jungle warfare and a fierce tenacity as a fighter. The jungle itself was an enemy. In places the growth was so thick that vision was limited to only a few feet in any direction. The heat and humidity sapped the strength of the Marines and caused their clothing and equipment to rot. When the Navy supply ships had to retire to escape Japanese air and sea forces, the Marines held on, using captured food and equipment to augment their dwindling stores. Despite these obstacles, the Division held, fought, and advanced. The vital island airfield was taken, renamed Henderson field, and became the haven for Marine squadrons that helped destroy the numerous attempts by the Japanese to reinforce and resupply their troops on the island. Units of the 2nd Marine Division and the Army American Division arrived and on 9 February 1943 the island was ours.

The victory at Guadalcanal marked the turning point of the war in the Pacific. The U. S. Marines had successfully begun the drive that would lead them to the Japanese homeland.

A detachment of Marines pauses in a jungle clearing en route to the front on Guadalcanal.



Marines wade ashore during the battle for Tarawa.

PROTECTING THE FLANK

In order to protect the flank of Army and Australian troops fighting in New Guinea, it was necessary to secure the entire Solomons chain. Moving northwest from Guadalcanal, Army troops, reinforced by the 3rd Marine Raider Battalions, seized New Georgia and its excellent airfield at Munda.

The next step was Bougainville, at the northwest end of the Solomons chain. The I Marine Amphibious Corps, formed around the newly created 3rd Marine Division, landed on 1 November 1943 and after three weeks of hard combat established a beachhead which was soon taken over by Army units. In this campaign Marine aircraft supplied the first real close air support. In some instances, 100 pound bombs were dropped within 75 yards of the Marines with devastating effects on the enemy.

TARAWA

While the I Marine Amphibious Corps was still fighting in the steaming jungles of Bougainville, other Marines were moving toward the Gilbert Islands which dominated the approaches to other Japanese held islands. Tarawa was the target, and the mightiest task force to be formed thus far was assembled for the operation. A three day naval bombardment preceded the landings. Over 3,000 tons of shells and bombs were allocated for this bombardment, yet this effected only a fraction of the anticipated results. At H-hour on 20 November the Marines were met by a deadly hail of fire from concrete and palm log bunkers that had hardly been scratched by the shelling. A sea wall and narrow strip of beach afforded some protection to the first units ashore, but landing craft of succeeding waves ground to a stop on a reef off the beach, forcing the Marines to wade ashore under constant fire for distances up to 700 yards. A small beachhead was established and the next day Marines continued to advance, small units taking bunkers and machine gun nests one at a time until Colonel David Shoup, commanding officer of the 2d Marine Regiment, was able to report to the Landing Force Commander ". . . casualties many; percentage dead not known; combat efficiency: we are winning." The Japanese commander of Tarawa had reportedly said that the Americans could never take the island in a hundred years. The cost was high, but the Marines took it in three days.

TWO-PRONGED ATTACK

Allied strategists in 1943 had decided that the effort aimed at the Japanese homeland should be split, one force to go up through New Guinea and the Philippines, and the other to leap through the central Pacific via the Marshalls and Marianas.

On the morning of 26 December 1943, the 1st Marine Division landed at Cape Gloucester, New Britain, on the opposite end of the island from Rabaul. The Marines landed unopposed; however, the Japanese soon arrived on the scene and fought with characteristic fervor. After one week of fighting, the Cape Gloucester airfield was in Marine hands.

It took almost four months of constant combat for the Marines to secure one-third of New Britain. By then, the Allied flank in New Guinea was secure for future operations towards the Philippines, and the campaign was a success. The remainder of New Britain was to be bypassed, and the Marines turned the island over to the Army units on 25 April 1944.

After the Gilbert Islands campaign, Major General Smith's V Amphibious Corps turned its attention to the Marshalls. Kwajalein atoll was the next target with D-Day scheduled for 31 January 1944. The southern island, Kwajalein, was an Army operation, while the next island of the atoll, Roi-Namur, was assigned to the newly-created 4th Marine Division. Within four days of the landing there remained nothing left to do but mop up a few strays.

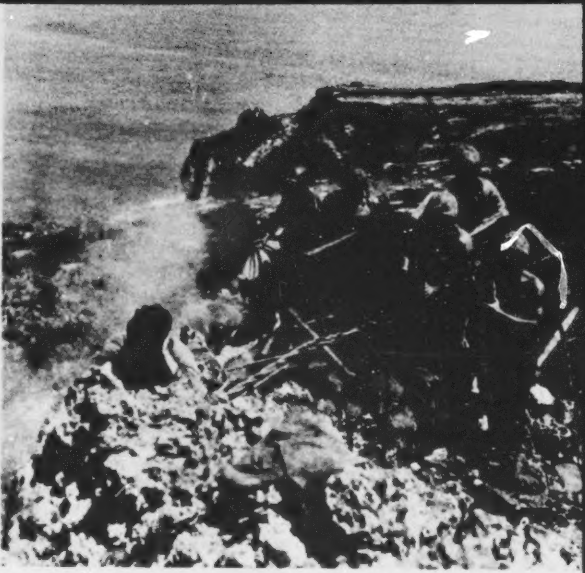
Another atoll, Eniwetok, became the next objective. The task of seizing this base was assigned to the 22d Marines (Reinforced) including an Army regiment in a task organization under the command of Marine Brigadier General Thomas E. Watson, D-Day was 17 February. The 22d Marines attacked Engebi Island and secured it after a few hours of close, bitter combat against a dazed enemy. The Army regiment was assigned to attack the island of Eniwetok for which the atoll was named.

The Army regiment was unable to overcome Japanese resistance as readily as they had expected, and the Third Battalion, 22d Marines was landed during the early assault phase to reinforce the hard-pressed infantry. The Marines overran the most heavily defended sector in determined advances, and within two days Eniwetok Island, the last island of the atoll to be assaulted, and two days of successful operations found the entire Eniwetok atoll in American hands.

With the capture of Kwajalein and Eniwetok, the capture of other islands in the Marshall Group did not present serious difficulties. Numerous lightly-held atolls were seized or cleared of enemy resistance, while islands not essential for bases were bypassed and assigned to Marine air units for neutralization.

THE MARIANAS

For the Marianas invasion, Lieutenant General Holland M. Smith's Expeditionary Troops consisted of the 2d, 3d, and 4th Marine Divisions, the 1st



Marines shelling the enemy on Tinian.

Provisional Marine Brigade, which had formed from the reinforced 4th and 22d Marines, and two Army divisions. The total number of troops was over 136,000, the largest number yet to operate in the field under Marine command.

The III Amphibious Corps, commanded by Marine Major General Roy S. Geiger and composed of the 3d Marine Division, the 1st Provisional Marine Brigade, and an Army Division, was given the responsibility for seizing Guam. General Smith was to seize Saipan and Tinian with the V Amphibious Corps which then consisted of the 2d and 4th Marine Divisions plus an Army division.

On the morning of 15 June 1944, with a curtain of naval gunfire falling on the beach and a swarm of supporting aircraft buzzing overhead, the 2d and 4th Marine Divisions hit the smoke-blanketed beaches of Saipan. To tear this island fortress from the grasp of the enemy required 25 days of bitter fighting. During the struggle 3,144 Americans were killed and nearly 11,000 wounded. However, against this were 24,000 known Japanese dead and 1,810 military prisoners.

The strategically important island of Guam, totalling 200 square miles of rugged volcanic terrain fringed with coral, was next on the Marianas schedule. Final plans called for two simultaneous landings on 21 July. The 3d Marine Division, commanded by Major General Alan H. Turnage, was given the mission of landing in the assault to the north of Apra Harbor, while the 1st Provisional Marine Brigade commanded by Brigadier General Lemuel C. Shepherd, Jr., was conducting its assault near Agate on the West coast below Orote Peninsula. An Army division was designated to be the floating reserve.

Thousands of tons of explosives were rained on Guam. Yet, in spite of all this bombardment, the Japanese defenders were still capable of massive resistance. The enemy was so well entrenched that five days of bitter fighting were required before 3d Division Marines were able to gain control of the high ground overlooking their beaches. On the west coast, after a bitterly fought D-Day contest, General Shepherd's brigade won its foothold, and the Army division was ordered to land and follow the First Marine Brigade during the conduct of further offensive operations inland.

The defending Japanese forces conducted a strong counterattack on 26 July with casualties numbering in the thousands. The Japanese war machine on Guam had been smashed, yet much bitter fighting still followed in the operations to eliminate remaining pockets of resistance.

Meanwhile, the Tinian campaign, which has often been referred to as a model shore-to-shore operation, had commenced. The landing on 24 July was preceded by a feint toward the obvious beaches at Tinian Town, which were heavily mined and well defended. While all available defenders were anxiously awaiting the Americans at Tinian Town, the 4th Marine Division landed against comparatively light resistance and quickly crossed the narrow northern beaches. The 2d Marine Division landed as soon as the 4th had moved inland and joined in the brilliantly successful operation.

Tinian was taken in just nine days. Not only was the struggle completed within minimum time and with relatively few Marine casualties, but the entire operation was conducted with striking efficiency. The artillery, naval gunfire, and aircraft units worked in close harmony with the assault troops. Support techniques were continually being refined.

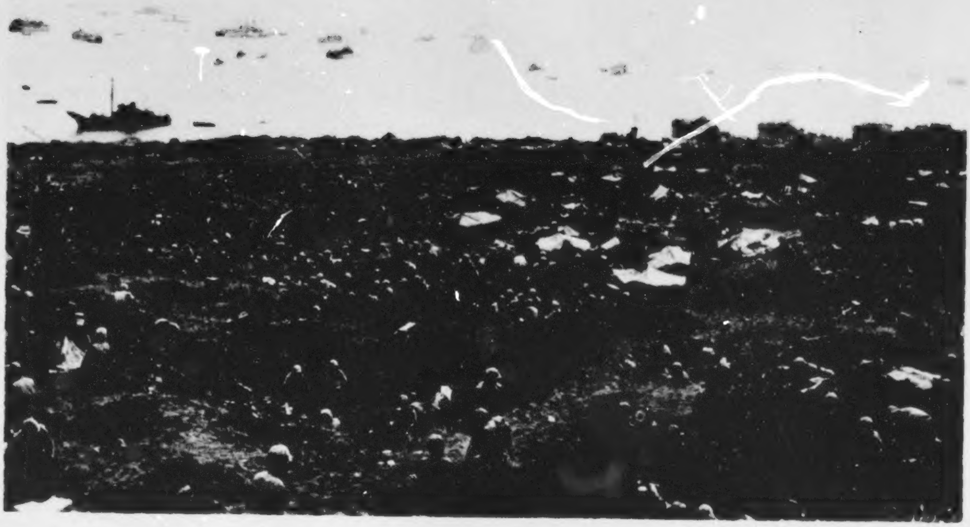
The III Amphibious Corps on Guam had captured its military objectives. With the Marine and the Army divisions in the assault and the Marine Brigade mopping up the rear areas, this combined force had swept to the northern tip of the island. On the 21st day of the campaign the last Japanese units were driven over the northern cliffs. After three solid weeks of almost continuous fighting, Guam was pronounced secure on 10 August 1944. It was gratifying to all forces involved to recapture former United States territory, but even more important, the securing of Guam completed the conquest of the Marianas.

The experience gained and the techniques perfected increased effectiveness of future amphibious operations. At Guam, for instance, a system was developed that allowed naval gunfire and air support to operate against the same target areas at the same time. This was accomplished by limiting the maximum ordinates of naval and shorebased gunfire and the minimum pullout levels of supporting aircraft. The result was a devastating combination of flat trajectory and plunging fires.

In addition, aircraft carriers were assigned specifically for troop support. Later these carriers were to embark Marine aircraft squadrons to be used in the support of Marine divisions when the situation permitted. This marked a major step toward the full development of the Marine air-ground team.

PELELIU

As mentioned before, the Japanese were stubborn fighters and knew how to use every terrain feature to their advantage. A formidable example of this was in the battle for Peleliu in the Palau Islands. When the 1st Marine Division landed there in September of 1944, they found an enemy who had made a veritable fortress of the island. The principal feature of Peleliu was a ridge called the Umurbrogol which had been honeycombed with caves, some of them many stories deep. They were big enough to hold artillery pieces that would fire and then disappear underground; they were so situated that practically each position could support by fire the positions around it. As the campaign wore on, it



Marines finding what shelter they can on the beach at Iwo Jima.

Tanks and infantry assault Japanese positions in a Peleliu ridge.

became necessary to seal off with bulldozers as many entrances as could be found; still the enemy would seemingly pop up from nowhere and create casualties. Despite these obstacles, after five days all of Southern Peleliu was in Marine hands. In a move to choke off the resistance from the ridge line, the commanding general ordered the capture of the northern tip of the island. When this was accomplished a week later, reinforcing army units came ashore and concentrated pressure was applied to the remaining Japanese forces in the center. On 15 October the 1st Division was relieved and the command of the Southern Palaus passed to Army control.

On 17 October, the Army made its promised return to the Philippines, and although there were no large numbers of Marine infantry in the operation, all artillery, naval gunfire and supporting aircraft were coordinated by a Marine General. Planes from the 1st Marine Aircraft Wing provided invaluable support to the campaign and gained wide acceptance for Marine Corps methods of close air support.

IWO JIMA

With success assured in the Philippines, the Allies felt it was time to take another step towards the Japanese homeland. Two islands stood between them and the ultimate goal—Iwo Jima and Okinawa. When captured, these islands would move American air power 600 miles closer to Japan and permit friendly fighters to escort the bombers that were now flying regular missions over Japan. The Marines expected the battle for Iwo Jima to be the toughest yet fought in the Pacific, and this expectation was fulfilled. On 19 February 1945 the 4th and 5th Marine Divisions, with the 3rd floating reserve, hit the beach. Although completely exposed to the defenses on Mount Suribachi which overlooked the narrow beach, the Marines encountered little opposition. The Japanese plan was to have the Marines land and then destroy them all on the beach. After the assault barrage had lifted, the Japanese came out of their underground shelters and the battle for the island began to rage in full force. On the morning of D plus 4, hard fighting assault elements of the 28th Marines reached the top of Suribachi. While a brief fire fight for possession of the summit was in progress, a group of Marines located a length of iron pipe, attached a small American flag and raised the Stars and Stripes over Iwo Jima. Shortly thereafter, a larger flag was obtained from a ship and with its raising, Joe Rosenthal, an American photographer, took the inspiring picture that has become a symbol of the Marine Corps throughout the world.

On D plus 25 the last pockets of resistance had been bottled up in the northwestern end of the island and the island was officially declared secure. Probably the most fitting tribute to the men who fought on Iwo was expressed by Admiral Chester W. Nimitz when he said, "Among the Americans who served on Iwo Island uncommon valor was a common virtue."

OKINAWA

In contrast with many other Pacific Island campaigns, which were the Marines' responsibility, the mission of seizing Okinawa was assigned to the United States Tenth Army, commanded by Lieutenant General Simon B. Buckner, Jr. However, the assault forces included the 1st and 6th Marine Divisions while the 2nd Division was held in reserve and conducted an amphibious demonstration prior to D-day off another sector of the

Raising the flag on Mount Suribachi.

Marine F4U on a rocket run attacking a Japanese stronghold on Okinawa.

A group of machine gunners and BAR men firing at Japanese positions on Okinawa.

island. As on Iwo, the Japanese allowed the troops to land with slight resistance. In fact, by the end of D-day on 1 April 1945, the Marines had established a beachhead more than four miles wide and two miles deep. Enemy resistance increased as the 6th Division moved into the northern portion of the island, but within three weeks that resistance was overcome. In the southern portion the plan for the island's defense became clear. The enemy had concentrated his forces in rugged terrain and now the Marine and Army units had a real battle on their hands.

On the 18th of June, General Buckner was killed by enemy fire, and Marine Major General Roy S. Geiger, a naval aviator, assumed command of the Tenth Army, becoming the only Marine officer to have commanded a field army. Three days later, on 21 June, the last pockets of organized resistance were eliminated, and by the end of June mopping up operations ceased and the island was ours.

THE BOMB

While Okinawa and the Marianas were rapidly being developed into staging bases from which to attack the enemy's homeland, Japan refused an American demand for unconditional surrender. Then, on 6 August over the city of Hiroshima, the first atomic bomb to be used against mankind was detonated. Three days later, another atomic explosion destroyed Nagasaki, and Japan fell beneath these devastating blows. On 14 August 1945, the Japanese Emperor surrendered his country unconditionally to the Allies.

The task of disbanding the great American military machine which had grown so rapidly from 1941 to the end of the hostilities came after the war. The peak Marine strength when the war ceased was over 485,000 and the majority of these officers (about 37,660) and enlisted men and women (about 447,440) were anxious to return to their previous peacetime pursuits. This demobilization proceeded rapidly.

CHAPTER 7

REGROUP AND ATTACK (1946-1955)

RETURN TO PEACE

As a symbolic gesture, the 4th Marines, the famous old regiment that had been captured at Corregidor, was the first to enter Japan—the first foreign troops ever to occupy Japanese soil! The V Amphibious Corps was designated to occupy Japan, while the III Amphibious Corps moved to occupy the North China area. The 3d Marine Division occupied various Pacific islands, such as Truk and Chichi Jima, and the 4th Division returned to the United States for demobilization.

The 1st Marine Aircraft Wing accompanied the ground elements to China for occupation duty, while the 2d Marine Aircraft Wing returned stateside. The 3d, 4th and 9th Wings were disbanded. Two aircraft groups, MAG-31 and MAG-22, supported occupation forces in Japan.

In response to the pressure of public opinion, all the armed forces began to shrink at an alarming rate. All Marine units were removed from Japan by the end of 1946. Although the units in China were drastically reduced, some were retained until 1949. Between 31 August 1945 and 1 July 1946 the Corps was cut from its peak strength of 485,000 to 156,000. Within another year it was down to about 92,000 and continued to decline in numbers.

In the United States conditions had settled down to a peacetime pace. The Marine Corps strength had been reduced to approximately 80,000 by 1947, and once again it could boast of its volunteer status, temporarily abandoned during the war because of the Selective Service Law. Traditional ceremonies and customs, shelved during the turmoil of war, were revived; dress blues and swords again appeared, and veterans of World War II told recruits what it was like "in the old Corps."

The amphibious tactics developed by the Marines and Navy during the war had proved to be successful. With the advent of the atomic bomb it was necessary to refine tactics, techniques, and equipment to adjust to this factor. All three came under careful study at the Landing Force Development Center at Quantico, and a special squadron was organized for the development and study of helicopter tactics. The Development Center explored every aspect of nuclear warfare to effect new organizational structures, develop new equipment, and refine doctrine preparatory for future emergencies.

In 1947, the organization of the armed services came under the close scrutiny of Congress. In an endeavor to clarify certain areas of overlap, the National Security Act, which spelled out the roles and missions of the various services, was passed.

This law specificed that the Marine Corps should include land combat and service forces plus organic aviation units. "The Marine Corps shall be organized . . . to provide fleet marine forces of combined arms, together with supporting air components, for service with the fleet in the seizure and defense of advanced naval bases . . ." Also, Marines were to be responsible for development of amphibious techniques, provide for the protection of naval bases, and perform other services at the direction of the President. The act specified that aviation units were a component part of the Marine Corps, and the soundness of the Marine air-ground concept was recognized.

Like their sister reservists who served their country and Corps in World War I, a new generation of Women Reserves appeared in World War II. More than 23,000 women entered active duty, relieving as many males for combat assignment. A few of these patriotic women remained in uniform after the war ended and were still serving in 1948 when the Women Marines became a permanent part of the Corps. A training camp was set up at Parris Island for enlisted women, and classes were conducted at Quantico for the training and indoctrination of women officers.

READY FOR TROUBLE

The advent of 1948 saw Marines assigned to the United States Sixth Fleet operating in the Mediterranean area. Every five months a reinforced infantry battalion and one or two fighter squadrons relieved similar Marine units on board ships of the fleet while on station along the European and African shores.

Fleet duties included vigorous amphibious training, practice landings on the beaches of friendly Allied Mediterranean countries, and the employment of air in furtherance of this state of readiness. Not the least and perhaps the most pleasant of their duties were the visits to North Africa, Spain, France, Italy, and Malta where the Marines made many friends, served as ambassadors of good will, and were living examples of United States strength.

When the United States consul general in Jerusalem was killed by a sniper, his successor requested protection. Marines from the Sixth Fleet were immediately sent to his assistance. A few months later a detachment was sent to Haifa, Palestine, to protect a military observer group.

Marines going through cold weather training.

In 1949, Marines from the 1st Marine Division began cold weather training. Alaska and the snow-capped mountains of California became their training ground. This training, based on the realization that they would not always be fighting in the tropics as was the case in Pacific campaigns, added to the wealth of knowledge required for worldwide employment.

As a result of continued cuts in appropriations, the strength of the Marine Corps in June of 1950 had dropped to just a shade under 75,000. Of this number approximately 28,000 were serving in the Fleet Marine Forces. Others served at naval bases, on ships, in sup-

ply and administrative billets, and at a variety of special assignments.

With combat units of the regular Marine Corps considerably under strength, it was absolutely necessary to rely on the Marine Corps Reserve to fill in the gaps in the event of war. Fortunately, there were 90,000 reservists available, the majority of them experienced veterans of World War II.

Although the Marine Corps possessed one well-trained division and one aircraft wing on each coast, all units therein were considerably understrength. In fact, regiments were hardly more than understrength battalions. Service and support units were also reduced or eliminated. The Corps was little more than a skeleton of its former self, but as events were to prove later, it was still prepared to expand swiftly and to accomplish the assigned missions.

RETURN TO KOREA

Early on the morning of 25 June 1950, approximately ten divisions of the North Korean People's Army advanced across the 38th Parallel and roared southward. The Republic of Korea's Army (ROKA) was unable to stop the invaders and within three days the capital city of Seoul had fallen. The United Nations immediately branded the North Koreans as aggressors, and a request for aid was met by the United States by preparing the Eighth Army in Japan for action against the attackers. On 2 July the Army's 24th Division flew out of Japan for Korea, and on the same day, General Douglas MacArthur sent a request for the Marines.

Despite the peacetime cut-backs, within five days of the request the 1st Provisional Brigade, with its major elements built around the 5th Marines and Marine Aircraft Group 33, had been formed at Camp Pendleton, California. In another five days, the 6,534 man brigade had mounted out from San Diego.

By this time, ROK and UN troops were holding only a small beachhead of about 90 by 60 miles around the southeastern seaport of Pusan. The Marines arrived in Pusan on 2 August and had their first taste of battle on 7 August when the North Koreans attacked their position at Chindong-Ni, 50 miles west of Pusan. The enemy was hurled back and the Marines soon initiated a counteroffensive. By nightfall of the third day they were 26 miles into enemy territory, only to be withdrawn to plug another puncture in the perimeter in the Naktong area.

Meanwhile, Marine Aircraft Group 33 (MAG-33) had gone into operation. Fighter bombers were flying close support missions from aircraft carriers and a night fighter squadron was flying missions from Japan.

Marines advancing in the Naktong River battle after their tanks had knocked out an enemy tank.

If the Marines' performance at Chindong-Ni had surprised the North Koreans, the actions in the Naktong area devastated them. North Korean tanks which had been considered almost invincible were blasted by air strikes and Marines with rocket launchers stood their ground adding to the fire of recoilless rifles and Marine tanks. The enemy reeled back towards the Naktong River where they were caught by more air and artillery strikes. In less than four days, the Marines obliterated a North Korean Division.

During the first week of September, the Marines fought the second battle of the Naktong. Another North Korean Division attacked and suffered the same consequence as the first. It also left behind enough arms, tanks and vehicles to equip a small army.

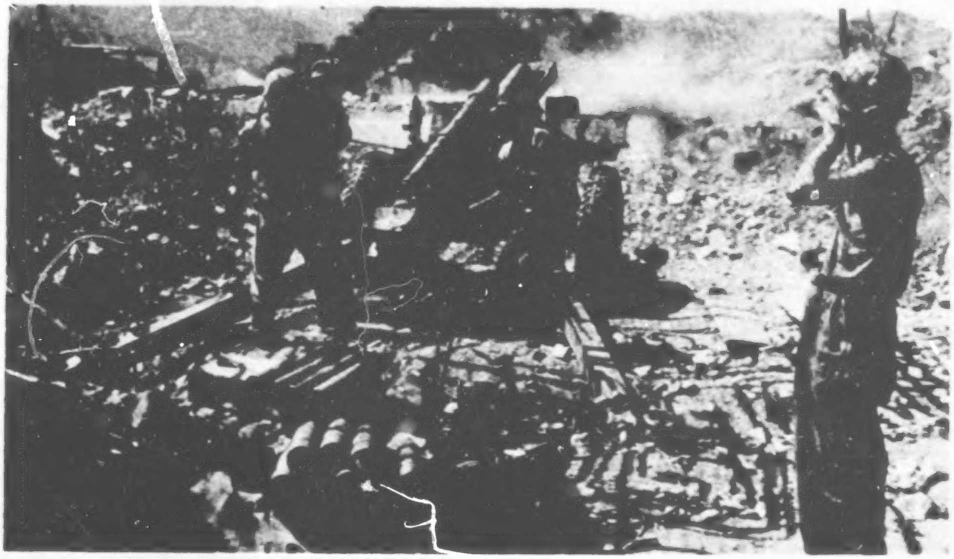
On 5 September, the brigade received word to draw back to a staging area where it would be absorbed by the newly arrived 1st Division for the coming Inchon invasion. Although Marine air and ground forces had worked together since

1927, when the brigade landed in Korea in August it was the first tactically combined air-ground team in Marine Corps history.

INCHON LANDING

When the Marines were committed to the Korean conflict, it became evident that the reserves would have to be called up to bring the 1st Division and Wing up to wartime strength. This was done in an incredibly short period of time. Within 53 days, over 11,000 men from 138 separate reserve units were called to active duty and made available for the assault on Inchon.

The landing presented special problems in that the tides in the Inchon harbor were among the highest in the world. Timing and coordination had to be precise. Despite these difficulties, the assault was made on 15 September and by the afternoon of D plus 1, the force beachhead had been secured. The Marines encountered stiff enemy resistance as they began to advance, but by 25 September they had reached the outskirts of Seoul. The battle for the city lasted nearly two days and was the scene of some of the bitterest fighting yet in Korea. Three months and four days after the North Koreans had swept over the border, liberation ceremonies were held at the Government Palace. The enemy army now began to flee back towards North Korea.



A 105mm Howitzer provides fire support in North Korea.

ATTACK IN ANOTHER DIRECTION

After plans had been made for an attack to the north, the Marines boarded ships and began their advance to the Yalu, which bordered Manchuria. The advance started at Hamhung near the eastern coast with Marines being given a sector of responsibility approximately 200 miles long and 40 miles wide, an area which would ordinarily require at least a corps to cover. One of the Marines' greatest concerns was the 80 mile gap that separated their left flank from the U. S. Eighth Army. Concern was reinforced when a patrol brought in a

Chinese prisoner who said that the Chinese Communist Forces (CCF) were entering the war and that there were three divisions already operating in the Chosin Reservoir area. Shortly thereafter, the Marines became the first American forces to engage the Chinese. In doing so, the Marines severely crippled the major elements of the 124th Division. In fact it was never again effective as an organic unit.

By 27 November, other allied units had received the full force of the CCF counterattack and were beginning to retreat to the 38th Parallel.

Thanksgiving found the Marines in positions at the Resevoir and at points along the Main Supply Route (MSR) south to the port of Hamhung. In contrast to the scorching heat the men had known at the Pusan perimeter, the temperature was now 20 degrees below zero. That night, a ten-division CCF attack was launched with the mission of annihilating the 1st Marine Division. The Marines found themselves completely encircled by the enemy forces, and many experts considered it lost. The Marines thought otherwise and began to fight their way south to the port city of Hungham where ships would be waiting. When the commanding general was asked by the press if he intended to retreat, his immediate reply was, "Retreat, hell! We're just attacking in another direction."

The Marines had to fight every inch of the way, taking the high ground on the frozen ridges that looked down on the icy road that led to the sea. Marine air strikes scoured the ground with rockets and bombs. Dead and wounded were lashed to tanks and trucks. After thirteen days, with their tactical integrity intact, they reached the port. As for the Chinese, not only had 60,000 CCF soldiers failed in their mission, they had been rendered so militarily ineffective, that three months were required for replacement of personnel, equipment and organization.

TRENCH WARFARE

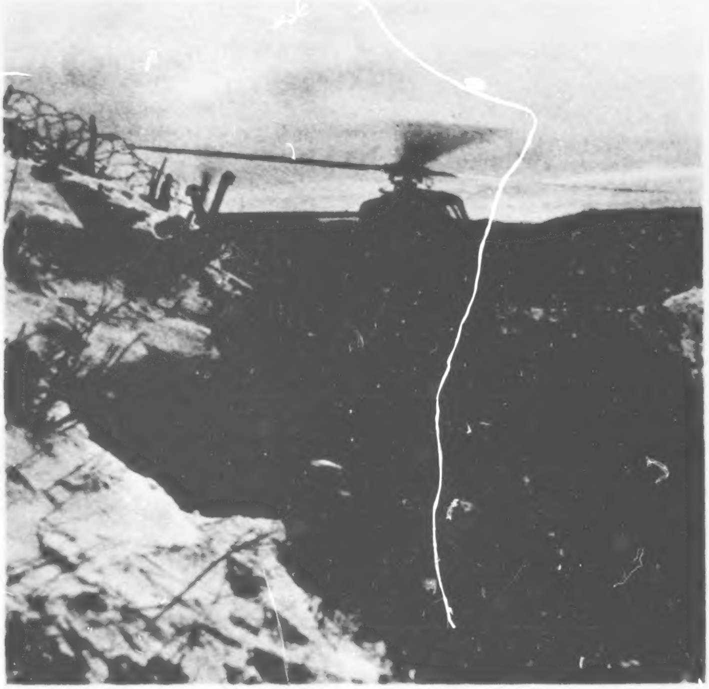
During the remaining two and a half years that followed the Chosin Reservoir fighting, the 1st Marine Division and the 1st Marine Aircraft Wing fought as part of the Eighth U. S. Army Korea (EUSAK), not as an amphibious force, but as part of a land army. The Marines were assigned missions similar to Army divisions, and aviation elements were placed under overall control of the Air Force. Although the Marines were not employed in their amphibious assault role, there certainly was a need for their proven combat ability and courage.

The Division's operations, as part of EUSAK, continued. After a brief rest from the strenuous Reservoir campaign, the Marines spent some time hunting down vanishing guerrillas.

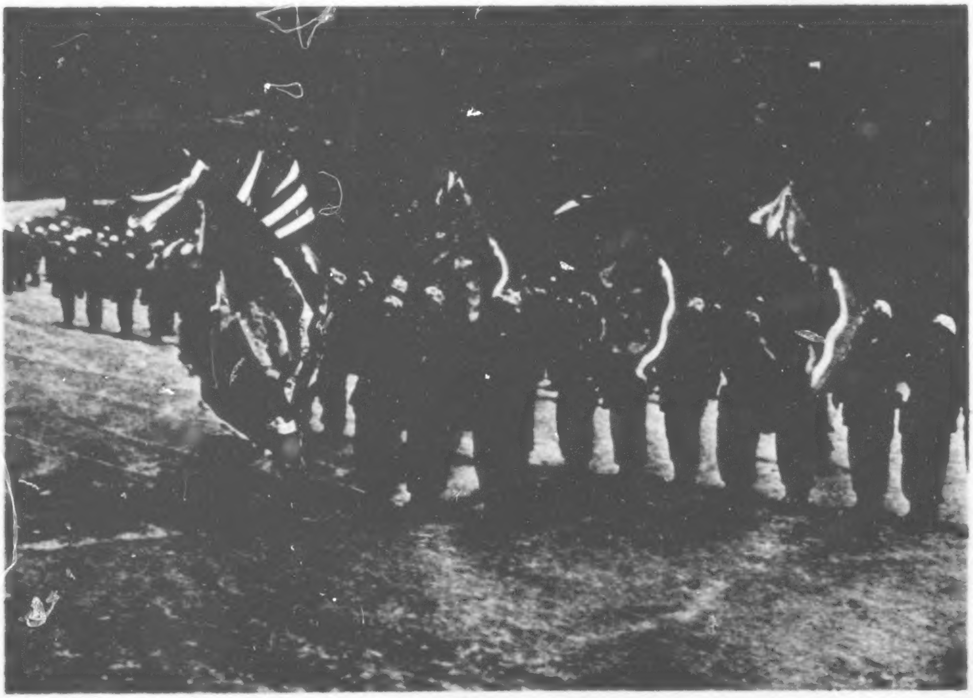
In February 1951, the order came again to attack to the north. By the 4th of April the Marines were among the first United Nations troops to recross the 38th parallel. The advance continued. Two weeks later the CCF started a gigantic counteroffensive. After heavy fighting and many casualties on both sides, the enemy was stopped.

The fighting continued, and counterattack followed attack. In June the lines were again north of the 38th parallel. The following month, July 1951, an armistice appeared on the horizon. Communist and UN negotiators met to discuss armistice meetings. The truce talks continued periodically while the fighting intermittently grew cold and flared hot.

During this time both sides engaged in limited offensives across the entire front, mainly for the purpose of securing more territory either for bargaining purposes or for better defensive positions. Extensive trench systems were dug, and log and earthen bunkers were built. The war at times became static



A Marine helicopter of the First Marine Aircraft Wing in Korea gasses up.



A view of the First Marine Division during ceremonies in Korea.

while awaiting the results of the drawn out truce negotiations. At other times, the fighting reached ferocious intensity.

In March of 1952, the Marines moved from the eastern front to the western front in order to insure the security of the section of the Allied line near Panmunjom, the site of the truce talks. The 1st Marine Aircraft Wing rendered outstanding service flying close support missions, for the Marine Division as well as for the other ground troops. Marine air support was constantly in demand by all frontline units.

CEASE FIRE

Finally, after two years of frustrating and often fruitless meeting with the stubborn communist negotiators, the armistice was signed and the fighting ended on 27 July 1953. Not withstanding the prospect of an imminent truce, the opposing armies did not slack off. Some of the most fierce fighting of the war occurred during that month—the struggle for Outpost Berlin.

After the signing of the armistice, the Marines were relieved of any further combat responsibility, but the Division remained in Korea until 1955, when it returned to Camp Pendleton, California. The 1st Marine Aircraft Wing remained in the Far East, and a few Marines continued on duty in Korea as military advisors to various ROK units, but combat in Korea was finished with 42 Marines having earned the Medal of Honor.

CHAPTER 8

FURTHER EMPLOYMENT (1956-1973)

AN ACTIVE FMF

During June 1951, in anticipation of Congressional action to increase the strength of the Marine Corps, the 3d Marine Brigade was formed at Camp Pendleton. By January of 1952, the Brigade's units became the nucleus of the 3d Marine Division, which sailed to Japan at the end of the Korean War. The 3d Division was alerted for transfer to the Far East in July 1953 for the purpose of reinforcing the United Nations Command, but by the time of arrival, the armistice had been signed. With its supporting aircraft, the Division remained in Japan and conducted a vigorous training program, stressing amphibious operations and maintaining a constant state of preparedness for combat.

About the same time in 1955 that the 1st Division was redeployed from Korea to the United States, the 3d Division began moving to Okinawa. Prior to the move, one of its regiments, the 4th Marines, was moved to Hawaii to become the major ground element of the unit to be designated as the 1st Marine Brigade. These redeployments of the Marine Corps combat troops to strategic locations were made in order to fulfill the role of the nation's amphibious force in readiness.

While the 1st Division was engaged in the Korean fighting, the 2d Marine Division at Camp Lejeune, North Carolina, and the 2d Marine Aircraft Wing at Cherry Point, North Carolina, were furnishing standby units for employment as needed. A reinforced infantry battalion with supporting air units remained on board ships of the powerful Sixth United States Fleet in the Mediterranean.

During August of 1953, when an earthquake struck the Ionian Isles of Greece, a battalion of Marines was ordered to assist in relief activities.

Also during this period, but in another area of the globe, support was furnished by elements of the 1st Marine Aircraft Wing to the embattled French troops fighting in Indo-China. In April of 1954, fighter aircraft were ferried from the carrier *Saipan* by the pilots of MAG-12. A maintenance crew remained ashore and instructed the French crews in repair and aircraft maintenance procedures.

United States Marines again came to the aid of Chinese Nationalists in January, 1955. The Communists forced Nationalist troops and civilians to abandon the Tachen Islands, and a shore party battalion of the 3d Marine Division based in Japan assisted U. S. Navy crews in the evacuation by ship. In all, 26,000 Chinese were evacuated from the islands to Formosa.

October of 1955 also proved to be a busy month for Marines. Aviation elements assisted in rescue work at flood-ravaged Tampico, Mexico, and flew in emergency supplies, water purification equipment, cooks, and engineers to the beleagured Mexicans.

In October of 1956 the Mediterranean area again was the scene of crisis. Reinforcements were flown in to increase the garrison at Port Lyautey, Morocco, when fighting between French and Moroccans posed a threat to the security of the naval base. Marines also evacuated members of a United Nations truce team during the war between Israel and Egypt, and at the same time, Marines of the Sixth Fleet established an evacuation center in Alexandria, through which over 1,500 persons were evacuated during the Anglo-French invasion of Egypt. Other battalions were also alerted for employment during this Suez crisis; but, once tensions abated, the troops were diverted to conduct a good will tour of the Far East.

The pattern of events requiring employment of Marines after the Korean War is familiar. Time and again they would hop from the Far East to the Middle East and to other troubled areas throughout the world, seldom interfering, yet always standing ready if needed. The 3d Marines and supporting aircraft, after completing an extensive amphibious landing exercise in the Philippines in December, 1956, cruised the lower reaches of the South China Sea, taking up station west of Borneo where they were ready for immediate employment during the Indonesian revolt of February, 1957.

On station in the Philippine area on 26 December 1957, the aircraft carrier *Princeton* rushed to Ceylon as soon as word of a disastrous flood was received. Twenty Marine helicopters, originally slated for possible employment in Indonesia, immediately flew to assist the flood victims, earning the gratitude of thousands of homeless Ceylonese.

LEBANON

Although there was no attempt to hide the fact that Marine battalions were continuously on board ships of the Sixth Fleet in the Mediterranean, their presence escaped the notice of most Americans until the summer of 1958. Then, in July of that year, United States Marines landed in the vicinity of Beirut and demonstrated by outstanding example the sound strategic philosophy of having ready forces available for employment in areas of potential trouble.

On 14 July, when the government of nearby Iraq was forcibly overthrown, President Chamoun reacted immediately and requested United States troops to support his own army. Marines landed the following day. A total of three Marine battalion landing teams (BLTs) went ashore under the command of Brigadier General Sidney S. Wade. In a situation where a single careless act could have touched off a small war, the discipline of the Marines was superb. Air transportable elements of an additional infantry battalion were subsequently flown to Lebanon as reinforcements.

General Wade commanded American ground forces ashore until 26 July when reinforcements arrived under the command of a more senior Army general. During the next two months, the Americans worked in close cooperation with Lebanese government officials and Lebanese Army units, and the internal strife was controlled. In addition to Marines and Army units, Navy and Air Force commands also participated in these operations. By 4 October all Marines had been withdrawn from Lebanon, and Army and Air Force units were withdrawn a short time later.

The latter months of 1958 saw the arrival of Marine Aircraft Group 11 in Taiwan. The Chinese Nationalist Government had requested the United States to strengthen the Formosan air defenses; and MAG-11, which was an experienced air combat unit, was sent to reinforce the air power of the Seventh Fleet. Meanwhile, BLTs were maintained afloat, ready to meet any crisis which might develop.

During the year 1959, Marines were still traveling throughout the world, standing ready for immediate employment wherever needed. In the Mediterranean area, training exercises were conducted by BLTs in Turkey, Greece, Italy, and Libya, as they were in the Far East in Korea, Japan, and Borneo. Homeless flood victims in Ceylon and Taiwan received Marine air aid during relief operations.

DOMINICAN REPUBLIC

In April of 1965, the Caribbean Task Group received word that a coup was underway against the president of the Dominican Republic. The Task Group, with the 6th Marine Expeditionary Unit on board, moved to the country in preparation for the evacuation of U. S. citizens. The evacuation began on 27 April and by nightfall, 1176 Americans had been transported aboard the ships, almost half of them by Marine helicopters. The next day a request for Marines to actually land and restore order came from the head of the newly formed military junta. The situation ashore began to deteriorate when the U. S. Embassy came under heavy fire, and by late afternoon on the 29th there were over 1,500 Marines ashore.

In May, the Organization of American States approved the creation of an Inter-American Peace Force composed of Central and South American units, and by the end of June all the Marines had been pulled out. Marine casualties during the operation were 9 killed and 30 wounded, and for a while, the doings in theDominican Republic had over-shadowed the growing thunder in Asia.

ASIA RUMBLES

In the Far East, following the communist invasion of Laos at the close of 1960, a powerful Marine force, transported by Seventh Fleet ships to the South China Sea, was alert for possible

Marine interpreter talking to Dominican soldiers about rebel positions.

employment. A few months later, in 1961, a Marine helicopter squadron moved into Thailand to provide logistic support for the Laotian government. The Southeast Asia area continued to be one of the world's trouble spots, and forces of the U. S. Marine Corps and U. S. Navy were ready for employment to support United States Foreign Policy.

A NEW WAR

United States military assistance to South Vietnam dates back to 1954, but the major U. S. buildup in the country did not begin until the 1960s. President Kennedy authorized assistance with supplies, transportation, communications, and economic aid in 1961 to help the South Vietnamese government combat the growing threat of Communist aggression from the north. In the spring of 1962, Marine helicopters began operating in the Mekong Delta to increase the troop mobility of the Vietnamese forces, and moved north to DaNang in September. The Communist threat continued to grow, however, and by 1963, the Viet Cong movement had made crucial gains in many areas of South Vietnam.

In August, 1964, North Vietnamese torpedo boats twice attacked U. S. Naval forces operating off the coast in the Gulf of Tonkin. This brought about the Tonkin Resolution which resulted in enemy installations in the North being attacked by U. S. planes.

Continued aggressive acts by the Viet Cong and instability within the South Vietnamese government led to the landing of two Marine battalions in the Danang area in March of 1965. The 3d Battalion, Ninth Marines, from the Special Landing Force (SLF) was the first ashore, followed by the 1st Battalion, 3d Marines, which was air lifted from Okinawa.

The build up continued. Other Marine ground units began to land and in April, Marine Fighter Attack Squadron 531, the first fixed wing tactical aircraft squadron to be based in Vietnam, started to arrive at Danang airfield. Helicopters, which had started coming of age in Korea, were already operating in Danang, and would establish well-earned reputations as the mechanical workhorses of the growing war.

In May, the Marine forces "in-country" became established as the III Marine Amphibious Force (III MAF) and the 3d Marine Division (Forward). In June, Major General Lewis W. Walt arrived to become the new Commanding General of III MAF and the 3rd Division; a position he was to hold for the next two years.

OPERATIONS BEGIN

In July, 1965, General William C. Westmoreland, Commander, United States Military Assistance Command, Vietnam (COMUSMACV), informed General Walt that he was to have operational control of the I Corps Tactical Zone which included the four northernmost provinces of South Vietnam. The Marines now went on the offensive starting with Operation STARLITE, the first regimental sized U. S. battle since Korea, which resulted in the 1st Viet Cong Regiment being severely mauled.

Before 1965 ended, land-based Marines in I Corps had carried out several battalion size operations, and Marines of the SLF had made amphibious assaults in support of some of these undertakings. Most of these operations achieved the desired results, but the Viet Cong remained capable of launching major attacks against Marine installations.

The Marines, now joined by the 1st Division, continued to conduct operations throughout 1966 which inflicted heavy losses on the enemy. Names such as NEW YORK, UTAH, TEXAS and PRAIRIE were given to some of the operations. The SLF also conducted several amphibious landings (DOUBLE EAGLE I & II, JACKSTAY, OSAGE, DECKHOUSE I-IV). During Operation HASTINGS, Marines battled a large North Vietnamese Army (NVA) unit which had crossed the 17th parallel. As a result of this operation, three battalions of Marines stayed north to stop repeated NVA attempts to cross the Demilitarized Zone (DMZ). By the end of 1966, overall strategy for conducting the war had come around to recognizing what the Marines had insisted upon from the beginning—the overriding importance of the pacification effort.

PART OF THE PEOPLE

In 1965, a Combined Action Company was established at Phu Bai. It consisted of squads of Marine volunteers who were assigned to Vietnamese Popular Force Platoons in the villages. These squads became a part of the life of the villages assisting in civic action programs and forming the backbone of their defenses. The program grew and became one of the most effective means for protecting the people and eliminating the Viet Cong influence.

In addition, the Marines also engaged in what was termed GOLDEN FLEECE operations, where they protected the rice harvests from the VC. These operations became standard procedures during the harvest seasons and denied a vital food supply to the enemy.

In order to combat the VC in the populated areas, a cordon and search operation dubbed COUNTY FAIR was initiated. The objective of this type of operation was to break down the VC infrastructure (small political cells) which operated in many of the Vietnamese villages. During these operations, in addition to searching for VC, civic action and psychological orientation was carried out in an effort to win the confidence of the people. Like other Marine innovations, COUNTY FAIR operations added another means for supporting pacification. One effort in this direction was centered around the health and sanitation problems of the people. Corpsmen and doctors from Marine units would visit villages and provide medical assistance to people who, in most instances, had never seen a doctor and knew nothing about basic hygiene and sanitation. Although Marines were heavily committed in combat, they were still able to make substantial gains through pacification operations such as these.

THE WAR CONTINUES

The tempo of battle intensified during 1967. Marine units were stretched over 225 miles with the 3d Division north of the Hai Van mountains to the DMZ and the 1st Division and a brigade at Chu Lai operating South to the II Corps boundary. To provide vital air support, planes of the 1st Marine Aircraft Wing were located at five principal airfields.

The year's statistics showed that over 110 major operations, battalion-size or larger, had been conducted, and each one of those which resulted in major contact with the enemy produced a victory for the Marines. More than 356,000 small unit operations—the company actions, the platoon and squad-size patrols and ambushes which go on day and night in order to deny freedom of movement to the Guerilla and sever his connections with the people—were also conducted. As a result of those two types of Marine operations, over 17,800 of the enemy were destroyed during the year. Marine air had also contributed its share to the war effort.

In 1967, Marine Fighter/attack pilots flew 63,000 sorties in direct support of III MAF ground forces, and 10,000 in support of other Free World forces. They also flew 11,000 strike missions over North Vietnam. Marine helicopters flew 490,000 sorties, lifted 732,000 troops, and performed other services in their support. Marine casualties for the year were listed as 3,452 killed and 25,994 wounded. Total casualties for the Marine Corps, cumulative since the first Marine was wounded in 1962, had reached 5,479 dead and 37,784 wounded. In terms of casualties, this made Vietnam the Corps' second most costly war exceeded only by World War II. The relatively low percentage of deaths in total casualties reflects the prompt, courageous, and efficient medical evacuation and treatment by the team of Navy corpsmen, doctors, and Marine helicopter crews. For heroic action, six Marines received the Medal of Honor and 76 won the Navy Cross during the year. Numerous other Marines received lesser combat awards.

Another indicator of progress in I Corps was the number of Viet Cong who joined the Chieu Hoi (Open Arms) returnee program. This program had been established for a number of years by the South Vietnamese to encourage defection within the enemy ranks. Several of the returnees had become Kit Carson scouts, a program which had been started by the 1st Marine Division. These men provided invaluable services by pointing out the hiding places, supply points, and likely ambush sites of their former Viet Cong units.

HARD FIGHTING AHEAD

In January, 1968, new leaders appeared on the Marine Corps' roster. Lieutenant General Robert E. Cushman, Jr., (later to become the 26th CMC) had taken over from General Walt as the III MAF commander and Walt was serving as the assistant to the Commandant, Leonard F. Chapman, Jr. The Marine Corps continued to pursue a high standard of training and development at home, and aggressively engaged the enemy in South Vietnam throughout the year.

Also in January, public attention became focused on a defensive base at Khe Sanh. There, on the 20th, the reinforced 26th Marines came under a seige that was to last for 71 days. Although more than 20,000 of the enemy were massed against the regiment, a concentrated ground attack was never launched because of the heavy casualties that were inflicted on the NVA through the use of artillery and intensive air strikes. Khe Sanh did receive thousands of rounds from enemy artillery and other indirect fire weapons, but the Marines held fast and in early April the siege was lifted.

According to Vietnamese tradition whatever occurs during the Lunar New Year celebration of Tet is supposed to set the pattern for the rest of the year. Tet of 1968 was inaugurated by a massive enemy assault on major cities in South Vietnam. The major battle took place in I Corps at the ancient capital city of Hue. Unlike the Marines at Khe Sanh, battalions of the 1st and 5th Marine Regiments who fought in Hue could not use massive doses of bombs and shells. Thousands of innocent civilians were entangled in the fighting and the Marines and other Free World forces had to slug it out in house-to-house combat. The final enemy stand was made in the walled in portion of the city known as The Citadel. Here the Viet Cong flag flew for 24 days until it was ripped down on the 24th of February. The last enemy resistance ended on the following day, and the Citadel was declared completely secure.

The results of the Tet offensive were not what the enemy had anticipated. From interrogation of prisoners, it was

Marines from the Special Landing Force hit the beach to search out the enemy in Vietnam.

Vietnamese and Marines work together laying roofing tiles on a wing of the school.

The amphibious assault ship Iwo Jima *floats the waters of the South China Sea as a floating heliport.*

A Navy corpsman pumps water for a Vietnamese girl from a well built by his section.

Recon Marines cross a river in Vietnam during a battalion operation.

learned that the enemy hoped to create an impression of great strength to bring about a general uprising of the Vietnamese people in support of these attacks. The uprising did not occur, which was a phychological blow to the enemy, and his attacks were repulsed at every turn. Such a defeat during Tet did lead to further defeats for the enemy during the year.

One of the most important combined operations the Marines participated in during the latter part of the year was called MEADE RIVER. Beginning in late November, the cordon operation, which trapped sizeable elements of an enemy regiment in a 12-square mile circle, was very successful due largely to the use of helicopters. It represented one of the largest helicopter assaults in Marine history.

Throughout I Corps, Marine aviation continued to show itself as a master of close air support. While fixed wing aircraft and helicopters gun ships pounded the enemy from above, other helicopters brought in supplies and evacuated wounded in areas where they often received fire from all points of the compass. The MEDEVACS alone saved thousands of lives that would have been otherwise lost because of inadequate transportation to medical facilities. Nevertheless, casualties continued to mount and by the close of 1968 the war was continuing with no end in sight.

WINDING DOWN

From January to June 1969 the combat activity in South Vietnam alternated between periods of intense fighting and lulls in enemy contact. In the area of pacification, III MAF continued to push forward all of the programs it had previously started and added new ones wherever possible. By the end of June, over 100 Combined Action Platoons were in operation protecting the villages and hamlets and demonstrating their sincere regard for the Vietnamese way of life as well as for their needs.

Richard M. Nixon was now the President of the United States and on 8 June, he announced the first of a series of planned withdrawals of troops from Vietnam. On 14 July elements of the 9th Marine regiment began redeployment from Vietnam to Okinawa.

From that time on, regular withdrawals by increments occurred until June, 1971, when the last major Marine Corps element left Vietnam. Despite many conflicting opinions in the U. S. and abroad as to the role of the United States in the war, the Marines in Vietnam fought as they have always fought —with distinction and with honor. It was a different kind of war with no well-drawn battle lines. Most of the time the enemy was invisible requiring the utmost in flexibility and mobility of unit commanders from the squad leader on up. Personal valor was not lacking as shown by the awarding of over 50 Medals of Honor. It was an oustanding example of the effectiveness of the Marine air-ground team and proved beyond any doubt the value of helicopters in the many phases of land warfare. Above all, it showed again that the Marine Corps was, and is ready to establish a beachhead anywhere, and if necessary, stay and fight till the job is done.

POLICIES FOR PROTECTION

"—Provide for the Common Defense,"
From the Preamble to the U.S. Constitution.

ORIGINS OF NATIONAL SECURITY

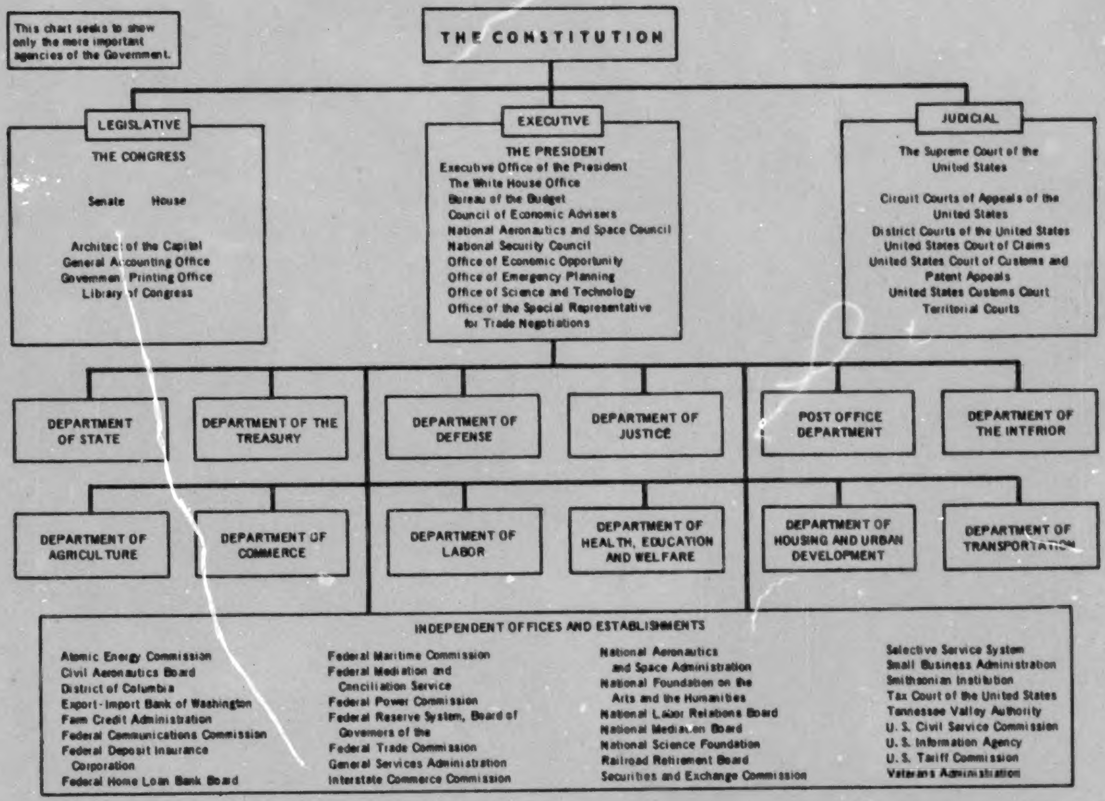
Because the Founding Fathers realized that they could not foresee the exact course that the nation would follow in the years to come, they wisely included in the Constitution certain statements that permitted liberal interpretation. For instance, the intent of the Constitution, according to the Preamble, is "to provide for the common defense" and to "promote the general welfare." The Constitution itself goes on to say that Congress shall have the power "To make all laws which shall be necessary and proper for carrying into execution the foregoing powers . . ." Passages such as these enabled our government to build the machinery of defense that has responded to the many crises our country has faced in past decades.

One of the most important provisions of the Constitution is the guarantee of civilian control of the military. A basic tenet of the U. S. Government has always been that all military forces should be controlled by civilians. The people have jealously guarded this right in order to keep the government from falling into the hands of a military group or a dictator, or to keep a group from entering a war against the wishes of the people.

IMPORTANT ACTS

World Wars I and II made it quite evident that the defense of this country would have to be a continuous operation, not just a status that would be assumed whenever an obvious danger threatened. The rumblings of the "Cold War" increased the concern for proper defensive measures. As a result, certain measures were enacted that would bring our military situation up-to-date and provide it with the means to act quickly in times of emergency.

Prior to 1947, top-level responsibilities for defense matters were largely divided among the President, the Secretary of War, and the Secretary of the Navy. The responsibility for coordinating efforts between land and sea forces (and later air forces) lay primarily with the President. (This arrangement allowed for the possibility of uncoordinated activities in the large and technologically advanced Armed Forces in existence after World War II.) Faced with an increasing need for a well-coordinated defense effort, Congress passed the National Security Act of 1947.


This chart seeks to show only the more important agencies of the Government.
THE CONSTITUTION
LEGISLATIVE
THE CONGRESS
Senate
House
Architect of the Capitol
General Accounting Office
Government Printing Office
Library of Congress
EXECUTIVE
THE PRESIDENT
Executive Office of the President
The White House Office
Bureau of the Budget
Council of Economic Advisers
National Aeronautics and Space Council
National Security Council
Office of Economic Opportunity
Office of Emergency Planning
Office of Science and Technology
Office of the Special Representative for Trade Negotiations
JUDICIAL
The Supreme Court of the United States
Circuit Courts of Appeals of the United States
District Courts of the United States
United States Court of Claims
United States Court of Customs and Patent Appeals
United States Customs Court
Territorial Courts
DEPARTMENT OF STATE
DEPARTMENT OF THE TREASURY
DEPARTMENT OF DEFENSE
DEPARTMENT OF JUSTICE
POST OFFICE DEPARTMENT
DEPARTMENT OF THE INTERIOR
DEPARTMENT OF AGRICULTURE
DEPARTMENT OF COMMERCE
DEPARTMENT OF LABOR
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
DEPARTMENT OF TRANSPORTATION
INDEPENDENT OFFICES AND ESTABLISHMENTS
Atomic Energy Commission
Civil Aeronautics Board
District of Columbia
Export-Import Bank of Washington
Farm Credit Administration
Federal Communications Commission
Federal Deposit Insurance Corporation
Federal Home Loan Bank Board
Federal Maritime Commission
Federal Mediation and Conciliation Service
Federal Power Commission
Federal Reserve System, Board of Governors of the
Federal Trade Commission
General Services Administration
Interstate Commerce Commission
National Aeronautics and Space Administration
National Foundation on the Arts and the Humanities
National Labor Relations Board
National Mediation Board
National Science Foundation
Railroad Retirement Board
Securities and Exchange Commission
Selective Service System
Small Business Administration
Smithsonian Institution
Tax Court of the United States
Tennessee Valley Authority
U. S. Civil Service Commission
U. S. Information Agency
U. S. Tariff Commission
Veterans Administration

The Government of the United States

NATIONAL SECURITY ACT OF 1947

The "Declaration of Policy" section in the 1947 law stated that the purposes of the new legislation were:

> To provide three military departments for the operation and administration of the Army, Navy (including naval aviation and the United States Marine Corps), and the Air Force with their assigned combat and service components; to provide for their authoritative coordination and unified direction under civilian control but not to merge them; to provide for their operation under unified control and for their integration into an efficient team of land, naval and air forces.

To accomplish its purpose, a Secretary of Defense was appointed to head the National Military Establishment. The new Secretary was to assist the President in all matters relating to national security and exercise general direction, authority, and control over the military departments. Additionally, he was to eliminate duplication in procurement, supply, transportation, storage, health and research. Finally, he was to coordinate preparation and submission of budget estimates to the Bureau of the Budget. In addition to creating the post of Secretary of Defense, the National Security Act of 1947 created three executive departments within the military. These were the Departments of the Navy, Army and Air Force.

Another significant portion of the law was the creation of the Joint Chiefs of Staff composed of the Army and Air Force Chiefs of Staff and the Chief of Naval Operations. They were to be the principal military advisors to the President and the Secretary of Defense on a continuing basis instead of just during war time.

Despite these and other improvements which this act brought about, it still had a number of weaknesses. The Secretary of Defense was not given sufficient authority or people to accomplish his tasks, and the individual military Secretaries could by-pass him and go directly to the President or the Bureau of the Budget with their proposals. Also, the law failed to provide for a Chairman of the JCS which hampered their efforts to resolve their differing points of view. These faults in the 1947 act soon generated considerable confusion and difficulty.

SECURITY ACT AMENDMENTS OF 1949

By 1949, the Hoover Commission, which was studying the organization of the Federal Government, and the first Defense Secretary, James Forrestal, had both made a number of suggestions for improvement in the defense structure. Their suggestions, as well as the problems encountered in defense operations, resulted in the National Security Act Amendments of 1949.

The first 1949 amendment provided for an Under Secretary of Defense (later renamed Deputy Secretary of Defense) who was to aid the Defense Secretary as directed and act for him when he was either absent or disabled.

The second amendment of 1949 changed the name of the National Military Establishment to the Department of Defense and converted it to a Cabinet-level Department. At the same time the Departments of the Army, Navy, and Air Force were downgraded to separately administered departments within the Department of Defense.

The 1949 law also significantly increased the powers of the Secretary of Defense. His authority was further increased by a provision preventing the military Secretaries from going directly to the President and the Bureau of the Budget with their reports and recommendations (although they were allowed to go directly to Congress after first informing the Secretary of Defense). The 1949 statutes also gave the Secretary of

Defense the power to abolish, consolidate, reassign, or transfer any function of his Department after reporting his intended changes to the Congressional Committee on Armed Services. Additionally, he was provided more administrative help when positions were created for three Assistant Secretaries of Defense, including a Comptroller.

Finally, the 1949 Amendments added a Chairman to the Joint Chiefs of Staff and increased the maximum size of the Joint Chiefs of Staff from 100 to 210 officers.

The new Department of Defense had barely been established before it was called upon to more than double U. S. active duty military strength in order to meet commitments in Korea.

REORGANIZATION ACTS OF 1958 AND 1961

The most significant feature of the 1958 Reorganization Act was the establishment of a firm command line from the Secretary of Defense to the unified (two or more services) commands and the specified (just one service) commands. Prior to this, the forces of these commands were under their own service chiefs which diluted their effectiveness in peacetime or when preparing for wartime operations. The Service Secretaries and the military chiefs were removed from the command channel and the new chain of command ran from the President and Secretary of Defense through the JCS directly to the unified and specified combat commanders. In essence, the change transferred the combat mission from the various military services to the unified and specified commands and permitted the military departments to concentrate upon administrative and logistic support for combat units. In addition to the above changes, the 1958 law also gave the Secretary of Defense authority to assign specific weapons systems to each of the services (with congressional approval). He was also empowered to place supply and services under single management by any armed services, and encouraged to eliminate duplication wherever possible. In 1961, civil defense responsibilities were added to the Department of Defense. Other than that, the structure created in 1958 has remained largely unchanged.

MEN AT THE TOP

THE PRESIDENT

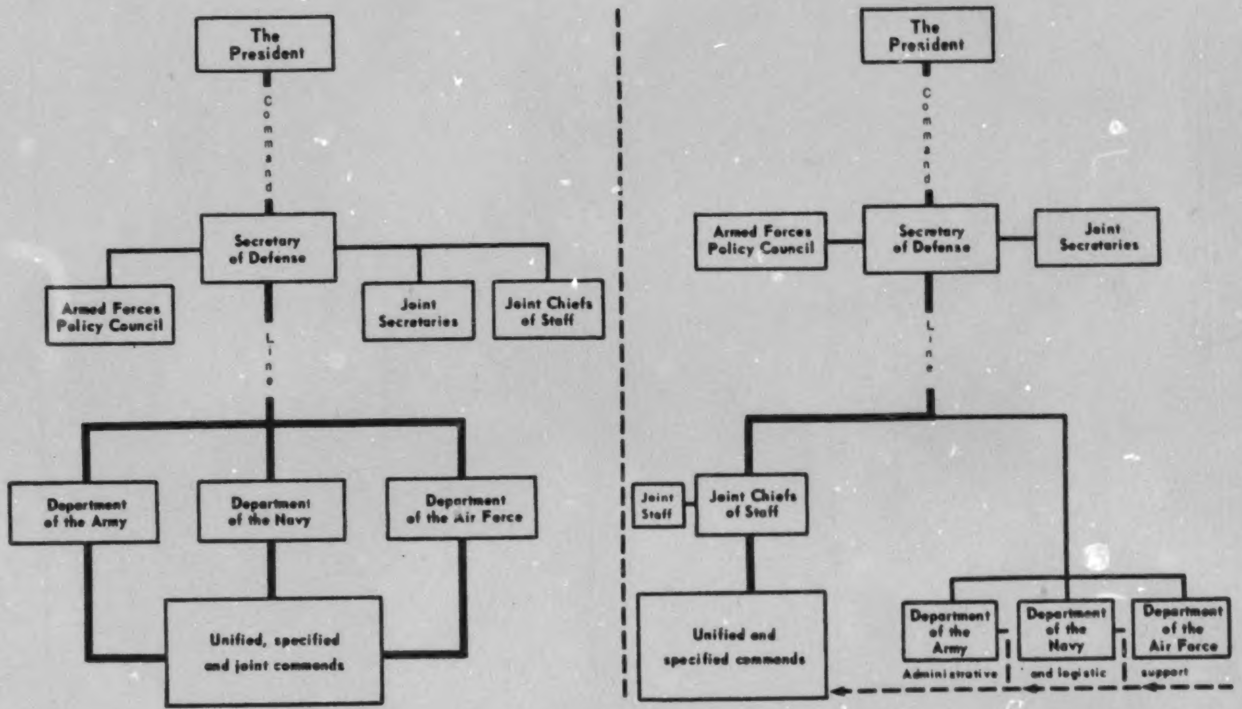
Article II of the Constitution reads:

> The executive power shall be vested in a President of the United States of America . . . The President shall be Commander-in-Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into actual service of the United States.

The Constitution definitely gives the President command responsibility over the Armed Forces, but it does not spell out the extent of his powers. The office of the Commander-in-Chief is, therefore, essentially a product of growth and adaptation ungoverned by precise legal definition. But being undefined, it has been allowed to be responsive to military crisis.

Although he does not have the power to declare war, the President can order defense of the nation if it is suddenly attacked. When Pearl Harbor was attacked by the Japanese in December 1941, shots were fired in defense before Congress declared war. Should a similar attack occur in the future, the President must be free to act in such an emergency.

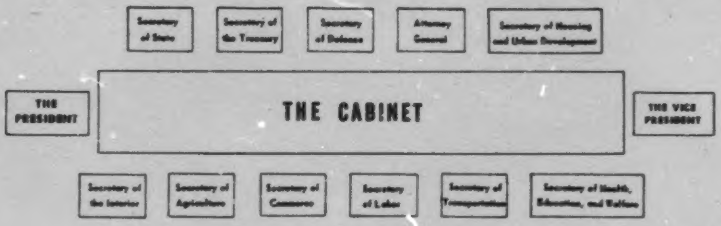
The President also has the authority, "by and with the advice and consent of the Senate," to appoint the top civilian and military officials in the defense organization and has reserved for himself the right to commission officers in the military service. In doing this he directly grants to these officers the legal right


The President
Command
Secretary of Defense
Armed Forces Policy Council
Joint Secretaries
Joint Chiefs of Staff
Line
Department of the Army
Department of the Navy
Department of the Air Force
Unified, specified and joint commands
The President
Command
Armed Forces Policy Council
Secretary of Defense
Joint Secretaries
Line
Joint Staff
Joint Chiefs of Staff
Unified and specified commands
Department of the Army
Department of the Navy
Department of the Air Force
Administrative
and logistic
support

Before the Reorganization Act of 1958

After the implementation of the Act of 1958

Operational Command Structure, before reorganization in 1958, after reorganization in 1958.


Secretary of State
Secretary of the Treasury
Secretary of Defense
Attorney General
Secretary of Housing and Urban Development
THE PRESIDENT
THE CABINET
THE VICE PRESIDENT
Secretary of the Interior
Secretary of Agriculture
Secretary of Commerce
Secretary of Labor
Secretary of Transportation
Secretary of Health, Education, and Welfare

Members of the Cabinet.

to make operational decisions consistent with their rank. The enlisted man is also made aware of the authority of the President as Commander-in-Chief, for upon beginning active duty, the enlisted man swears or affirms: "I will obey the orders of the President of the United States and the officers appointed over me according to regulations and the Uniform Code of Military Justice." In the last analysis, the legal basis for all command authority comes from the President and from the Congress by virtue of the powers granted them under the Constitution. These provisions assure ultimate civilian control of U. S. defense forces.

THE CABINET

It is said that the President of the United States is the loneliest man in the world. President Harry S. Truman certainly must have felt this crushing solitude when he had to make his decision to drop the first atomic bomb. Although most often the President alone must make the final decision in the execution of his powers, his decision is often influenced by a body of advisors. Although some Presidents have depended upon the advice of interdepartmental committees and various persons within and outside the government, the Cabinet has been the traditional advisory group. It includes the Secretaries of Defense, State and the Treasury; the Attorney General; and the Secretaries of Housing and Urban Development, Interior, Agriculture, Commerce, Labor, Transportation, and Health, Education and Welfare.

The Secretaries act both individually and as a body. Certain other officials, including the Vice President, have also been invited to participate in Cabinet meetings. The Cabinet functions at the pleasure of the President on any matters on which he wants advice, including defense matters. The extent to which Presidents have relied upon their Cabinets has varied considerably. Lincoln, for example, relied heavily upon his Cabinet during the Civil War while Truman tended to act more independently.

CONGRESS

The framers of the Constitution reserved to Congress (both the Senate and the House of Representatives) certain rights relative to military control. These rights add strength to the machinery of civilian control at the same time that they act as a check and a balance on the powers of the President. The Commander-in-Chief is, therefore, subject to some restrictions by Congress which exercises control by passing legislation, approving key officials and controlling the nation's purse strings. Without congressional approval for defense funds, the President would soon be unable to maintain the Armed Forces.

The Congress also has the power to declare war which was intended, in part, to reduce the possibility of one man alone having that power. This does not prevent the President from ordering the defense of the Nation. It does, however, insure that neither the President nor Congress can exercise complete control over the nation's military forces.

As far as the military budget is concerned, the Constitution states that Congress can appropriate money for the Army for a period of two years. No similar limit was placed upon the Navy because at the time it was believed that any threat from the use of unlimited funds would come from a leader of land forces. The provision for the two year limit of funds has tended to promote economy. Aside from preventing the misuse of funds, it has also helped eliminate contracting too far in advance for material that might not be needed at the time of delivery. In essence, one of Congress's primary duties as stated in the Constitution is, "to make rules for the government and regulation of the land and naval forces."

SECRETARY OF DEFENSE

The Secretary of Defense, a Cabinet officer, is a civilian appointed by the President with the advice and consent of the Senate. As a Cabinet member he is the principal assistant to the President for military matters. As head of the Department of Defense he is responsible for policies and programs for the control of the military forces. His primary tasks are: (1) strategic and tactical planning, (2) operational command, (3) research and engineering and (4) management of supplies and services among the military departments.

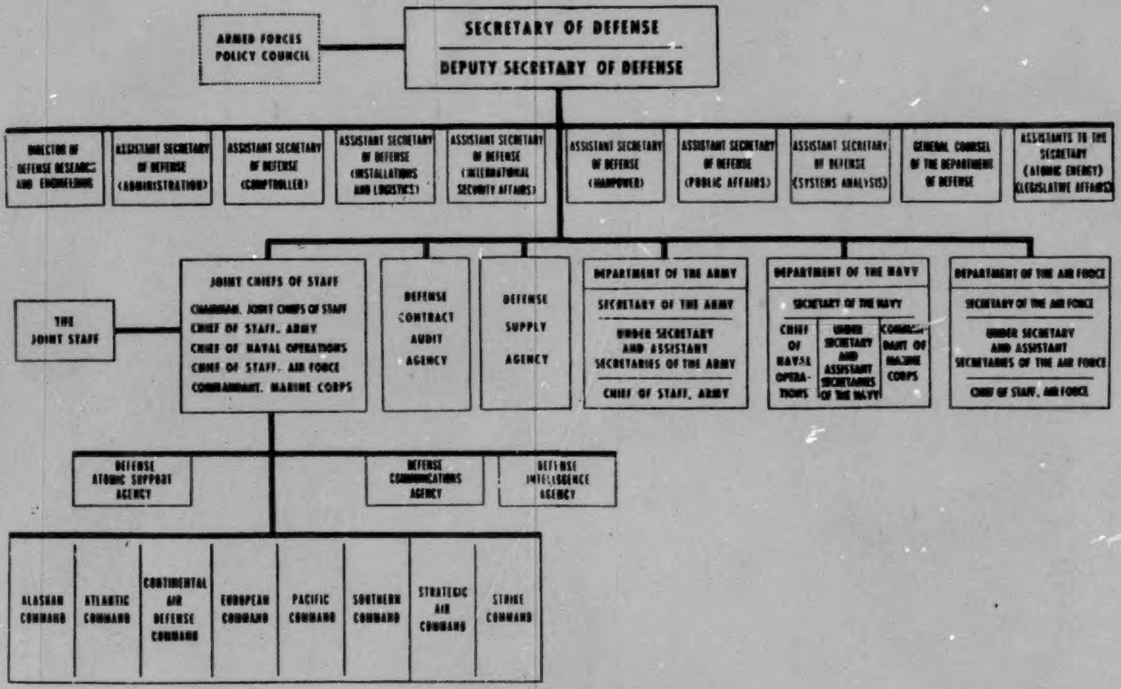
In addition to serving as a Cabinet officer and administering the large and complex Defense Department, the Secretary of Defense is a member of the National Security Council, the National Aeronautics and Space Council, and the North Atlantic Council. In the performance of these varied and demanding duties, the Secretary requires the aid of many assistants, chief of whom is the Deputy Secretary of Defense.

Appointed from civilian life by the President and confirmed by the Senate, the Deputy acts for the Secretary of Defense when the latter is absent or disabled or when he is so directed. The Deputy also represents the Department of Defense on such governmental and international groups as may be determined by the Secretary of Defense.

In considering matters requiring a long-range view and in formulating broad defense policy, the Secretary of Defense is assisted by a number of advisory bodies and by individual advisors. The most important policy advisory body working directly with the Secretary of Defense is the Armed Forces Policy Council.

The Armed Forces Policy Council advises the Secretary of Defense on matters of broad policy relating to the Armed Forces. It considers and reports on any other matters that, in the opinion of the Secretary, need attention. The Council is composed of the Secretary of Defense (chairman), the Deputy Secretary of Defense, the Secretary of the Army, the Secretary of the Navy, the Secretary of the Air Force, the Chairman of the Joint Chiefs of Staff, the members of the Joint Chiefs of Staff, and the Director of Defense Research and Engineering. The Commandant of the Marine Corps regularly attends the sessions of the Armed Forces Policy Council. Also, other officers in the Department of Defense and other parts of the executive branch of the Government may be invited to attend the meetings.

The Office of the Secretary of Defense includes the immediate office family of the Secretary of Defense and operates in much the same way as the Executive Office of the President. Those who head sections within the Office of the Secretary of Defense are the Director of Defense Research and Engineering, Assistant Secretaries, Assistants to the Secretary, and the General Counsel.


ARMED FORCES POLICY COUNCIL
SECRETARY OF DEFENSE
DEPUTY SECRETARY OF DEFENSE
DIRECTOR OF DEFENSE RESEARCH AND ENGINEERING
ASSISTANT SECRETARY OF DEFENSE (ADMINISTRATION)
ASSISTANT SECRETARY OF DEFENSE (COMPTROLLER)
ASSISTANT SECRETARY OF DEFENSE (INSTALLATIONS AND LOGISTICS)
ASSISTANT SECRETARY OF DEFENSE (INTERNATIONAL SECURITY AFFAIRS)
ASSISTANT SECRETARY OF DEFENSE (MANPOWER)
ASSISTANT SECRETARY OF DEFENSE (PUBLIC AFFAIRS)
ASSISTANT SECRETARY OF DEFENSE (SYSTEMS ANALYSIS)
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE
ASSISTANTS TO THE SECRETARY (ATOMIC ENERGY) (LEGISLATIVE AFFAIRS)
THE JOINT STAFF
JOINT CHIEFS OF STAFF
CHAIRMAN, JOINT CHIEFS OF STAFF
CHIEF OF STAFF, ARMY
CHIEF OF NAVAL OPERATIONS
CHIEF OF STAFF, AIR FORCE
COMMANDANT, MARINE CORPS
DEFENSE CONTRACT AUDIT AGENCY
DEFENSE SUPPLY AGENCY
DEPARTMENT OF THE ARMY
SECRETARY OF THE ARMY
UNDER SECRETARY AND ASSISTANT SECRETARIES OF THE ARMY
CHIEF OF STAFF, ARMY
DEPARTMENT OF THE NAVY
SECRETARY OF THE NAVY
CHIEF OF NAVAL OPERATIONS
UNDER SECRETARY AND ASSISTANT SECRETARIES OF THE NAVY
COMMANDANT OF MARINE CORPS
DEPARTMENT OF THE AIR FORCE
SECRETARY OF THE AIR FORCE
UNDER SECRETARY AND ASSISTANT SECRETARIES OF THE AIR FORCE
CHIEF OF STAFF, AIR FORCE
DEFENSE ATOMIC SUPPORT AGENCY
DEFENSE COMMUNICATIONS AGENCY
DEFENSE INTELLIGENCE AGENCY
ALASKAN COMMAND
ATLANTIC COMMAND
CONTINENTAL AIR DEFENSE COMMAND
EUROPEAN COMMAND
PACIFIC COMMAND
SOUTHERN COMMAND
STRATEGIC AIR COMMAND
STRIKE COMMAND

Organization of the Department of Defense.

JOINT CHIEFS

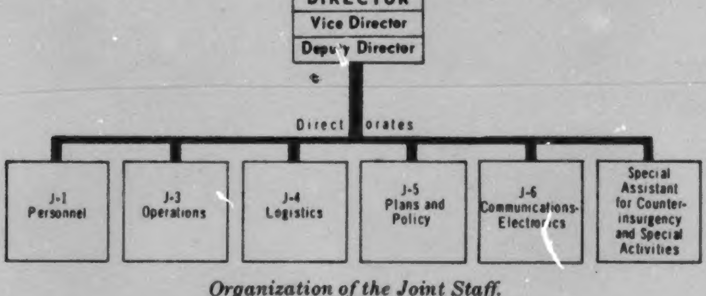
The Joint Chiefs of Staff (JCS) consists of the Joint Chiefs group itself, including the chairman; the Joint Staff, which assists the Joint Chiefs; and certain agencies and groups which perform work vital to the functioning of the JCS organization.

The Joint Chiefs, assisted by the Joint Staff, issue operational orders by authority of the Secretary of Defense to the unified and specified combat commands and do operational and strategic planning. They review the plans and programs of unified and specified commands, review major personnel and logistic requirements of the Armed Forces, and establish unified doctrine. This body assigns logistics responsibilities to the military services and formulates policy for joint training and for coordination of the education of members of the military forces.

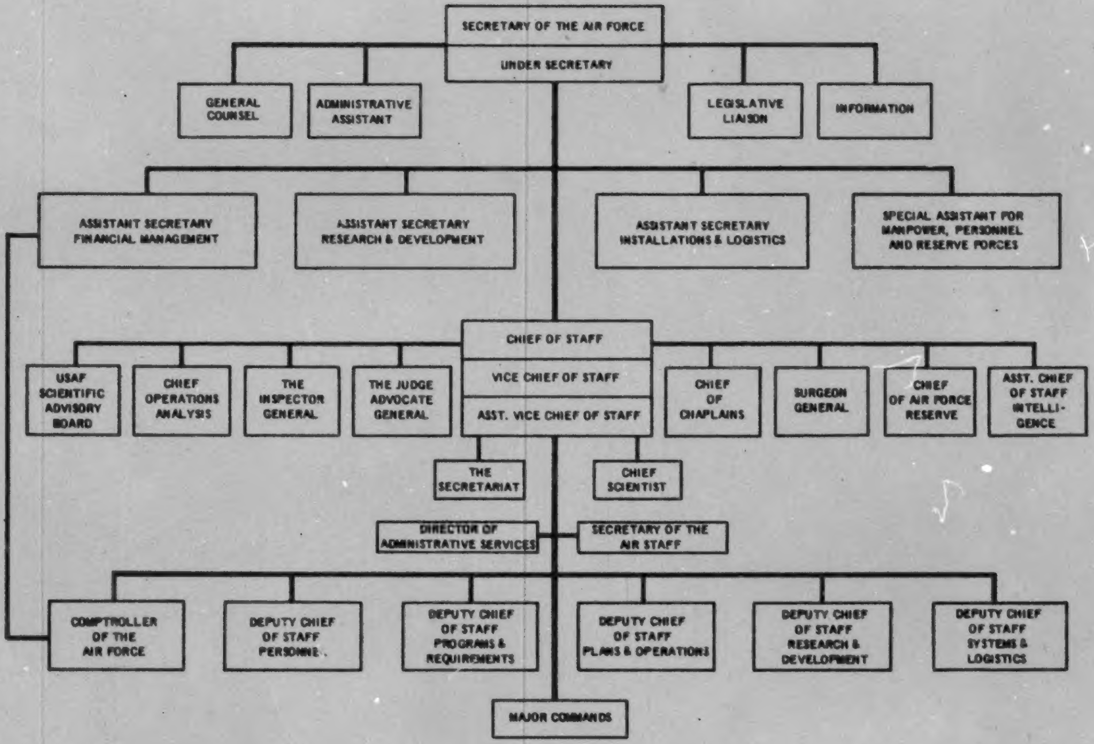
Although prohibited by law from becoming an overall Armed Forces general staff, the Joint Chiefs of Staff is the principal military advisory body to the President and the Secretary of Defense and in accordance with the law, it acts as a separate organization representing the three military departments. The group consists of a Chairman, appointed by the President, with the advice and consent of the Senate, from one of the three Services; the Chief of Staff of the Army; the Chief of Naval Operations; and Chief of Staff of the Air Force. The Commandant of the Marine Corps acts as a co-equal member of the Joint Chiefs of Staff when matters pertaining to the Marine Corps are under consideration.

Either the Secretary of Defense himself or the Deputy Secretary of Defense issues directives and orders to the Joint Chiefs of Staff. Requests for action may be issued by any responsible official in the Office of the Secretary of Defense, but only if the authority has been specifically delegated to him by the Secretary. In short, the Joint Chiefs of Staff organization acts under the authority of the Secretary of Defense and in his name.

Tasks assigned to the Chairman of the Joint Chiefs of Staff are numerous. He provides the agenda for the JCS and furnishes the Secretary of Defense with periodic progress reports on important items being considered by the group. He keeps informed on all pending issues, and when agreement is reached, he forwards JCS recommendations, views, and advice to the Secretary of Defense. He also arranges for military advice to be given to Departments within the Office of the Secretary of Defense. The power to vote, which was granted to the Chairman by the Department of Defense Reorganization Act of 1958, is not so significant in itself, since this body ordinarily does not reach decisions through voting, but the legal right was intended to add to the prestige of the Chairman.



Organization of the Joint Staff.


SECRETARY OF THE AIR FORCE
UNDER SECRETARY
GENERAL COUNSEL
ADMINISTRATIVE ASSISTANT
LEGISLATIVE LIAISON
INFORMATION
ASSISTANT SECRETARY FINANCIAL MANAGEMENT
ASSISTANT SECRETARY RESEARCH & DEVELOPMENT
ASSISTANT SECRETARY INSTALLATIONS & LOGISTICS
SPECIAL ASSISTANT FOR MANPOWER, PERSONNEL AND RESERVE FORCES
CHIEF OF STAFF
VICE CHIEF OF STAFF
ASST. VICE CHIEF OF STAFF
USAF SCIENTIFIC ADVISORY BOARD
CHIEF OPERATIONS ANALYSIS
THE INSPECTOR GENERAL
THE JUDGE ADVOCATE GENERAL
CHIEF OF CHAPLAINS
SURGEON GENERAL
CHIEF OF AIR FORCE RESERVE
ASST. CHIEF OF STAFF INTELLIGENCE
THE SECRETARIAT
CHIEF SCIENTIST
DIRECTOR OF ADMINISTRATIVE SERVICES
SECRETARY OF THE AIR STAFF
COMPTROLLER OF THE AIR FORCE
DEPUTY CHIEF OF STAFF PERSONNEL
DEPUTY CHIEF OF STAFF PROGRAMS & REQUIREMENTS
DEPUTY CHIEF OF STAFF PLANS & OPERATIONS
DEPUTY CHIEF OF STAFF RESEARCH & DEVELOPMENT
DEPUTY CHIEF OF STAFF SYSTEMS & LOGISTICS
MAJOR COMMANDS

Organization of the Department of the Air Force.

Among the many duties of the Chairman of the Joint Chiefs of Staff is that of organizing the subordinate structure of the Joint Chiefs of Staff and the Joint Staff. He selects the Director of the Joint Staff after he has consulted with the other members of the Joint Chiefs of Staff and has secured the approval of the Secretary of Defense. The Chairman and the members of the Joint Chiefs prescribe the duties of the Joint Staff.

By law, the Joint Staff is limited to not more than 400 officers selected in approximately equal numbers from the Army, the Navy, the Marine Corps, and the Air Force. It is organized into directorates concerned with personnel, operations, logistics, plans and policy, and communication-electronics. The staff also includes the Office of the Special Assistant for Counterinsurgency and Special Activities.

The Primary function of the Joint Staff is to prepare reports which serve as the basis for decisions by the Joint Chiefs of Staff.

MILITARY DEPARTMENTS AND SECRETARIES

AIR FORCE

The Department of the Air Force was established as part of the National Military Establishment by the National Security Act of 1947, and is separately organized, as are the other services departments, under its own Secretary. The mission of the Department of the Air Force is to provide an Air Force that is capable, in conjunction with the other armed forces, of preserving the peace and security of the United States.

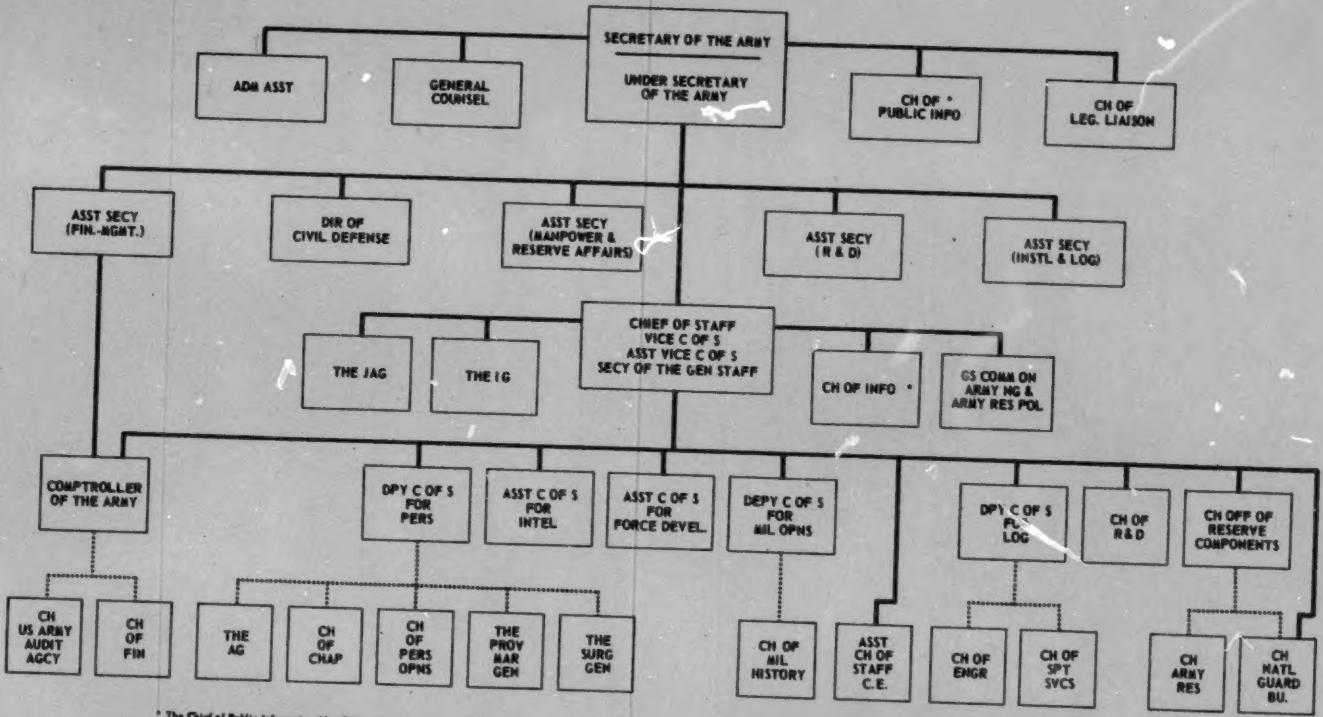
The Secretary of the Air Force has a small personal staff to assist him in the execution of his responsibilities. Under the law there are an Under Secretary of the Air Force and four Assistant Secretaries. At the present time, these Assistant Secretaries are for Research and Development, Installations and Logistics, Manpower and Reserve Affairs and Financial Management. In addition the Secretary has other assistants serving on his staff, and these officials, together with certain boards and committees, comprise the Office of the Secretary of the Air Force. He retains under his personal supervision those activities which involve vital relationships with the Congress, the Secretary of Defense, other Government officials and the public.

ARMY

Headquarters, Department of the Army, is the central executive portion of the Department. It supervises the accomplishment of the Army mission as the Secretary of the Army directs, but his supervision is exercised in such a manner that it does not conflict with the full operational command authority granted to the heads of unified or specified commands.

The Secretary of the Army is responsible to the Secretary of Defense for the operation of the Army. Subject to his direction, authority, and control, the Secretary of the Army is responsible for conducting training, administration, logistic support and maintenance, welfare, and preparedness, as well as research and development. He is also responsible for development and execution of the national civil defense program assigned by the President to the Secretary of Defense as well as other civilian functions.

The civilian assistants to the Secretary of the Army are the Under Secretary of the Army, three Assistant Secretaries, the Director of Civil Defense, the General Counsel and Special Assistant for Civil Functions, the Chief of Public Information, Chief of Legislative Liaison, and Administrative Assistant and an Army Policy Council.


SECRETARY OF THE ARMY
UNDER SECRETARY OF THE ARMY
ADM ASST
GENERAL COUNSEL
CH OF * PUBLIC INFO
CH OF LEG. LIAISON
ASST SECY (FIN.-MGMT.)
DIR OF CIVIL DEFENSE
ASST SECY (MANPOWER & RESERVE AFFAIRS)
ASST SECY (R & D)
ASST SECY (INSTL & LOG)
CHIEF OF STAFF
VICE C OF S
ASST VICE C OF S
SECY OF THE GEN STAFF
THE JAG
THE I G
CH OF INFO *
GS COMM ON ARMY NG & ARMY RES POL
COMPTROLLER OF THE ARMY
DPY C OF S FOR PERS
ASST C OF S FOR INTEL
ASST C OF S FOR FORCE DEVEL.
DEPY C OF S FOR MIL OPNS
DPY C OF S FOR LOG
CH OF R & D
CH OFF OF RESERVE COMPONENTS
CH US ARMY AUDIT AGCY
CH OF FIN
THE AG
CH OF CHAP
CH OF PERS OPNS
THE PROV MAR GEN
THE SURG GEN
CH OF MIL HISTORY
ASST CH OF STAFF C.E.
CH OF ENGR
CH OF SPT SVCS
CH ARMY RES
CH NATL GUARD BU.

* The Chief of Public Information Also Serves As Chief of Information

Organization of the Department of the Army.

NAVY

Since the Department of the Navy administers two separate armed services at all times (the U. S. Navy and the U. S. Marine Corps) and a third (the U. S. Coast Guard) during time of war or national emergency, its organization differs from that found in either the Department of the Army or the Department of the Air Force.

The Department of the Navy is organized under the Secretary of the Navy. It operates under the authority, direction, and control of the Secretary of Defense. It is composed of the Executive portion of the Department of the Navy; the Headquarters, United States Marine Corps; the entire operating forces, including naval aviation, of the United States Navy and of the United States Marine Corps, and the Reserve components of those operating forces; and all shore (field) activities, headquarters, forces, bases, installations, activities, and functions under the control or supervision of the Secretary of the Navy.

The term "Navy Department" refers to the central executive offices and bureaus of the department of the Navy located at the Nation's Capitol. The Navy Department includes the offices of all members of the executive administration of the Department of the Navy. These offices and bureaus are: the Office of the Secretary of the Navy, the Office of the Chief of Naval Operations, and headquarters organization of the United States Marine Corps, the Naval Material Command, the Bureau of Medicine and Surgery, the Office of the Comptroller of the Navy, the Office of the Judge Advocate General, the Office of Naval Research, the Offices of Staff Assistants to the Secretary, and the United States Coast Guard when it is operating as a service in the Navy.

The executive head of the Department of the Navy is the Secretary of the Navy. He is subject to the orders of the President and responsible to the Secretary of Defense.

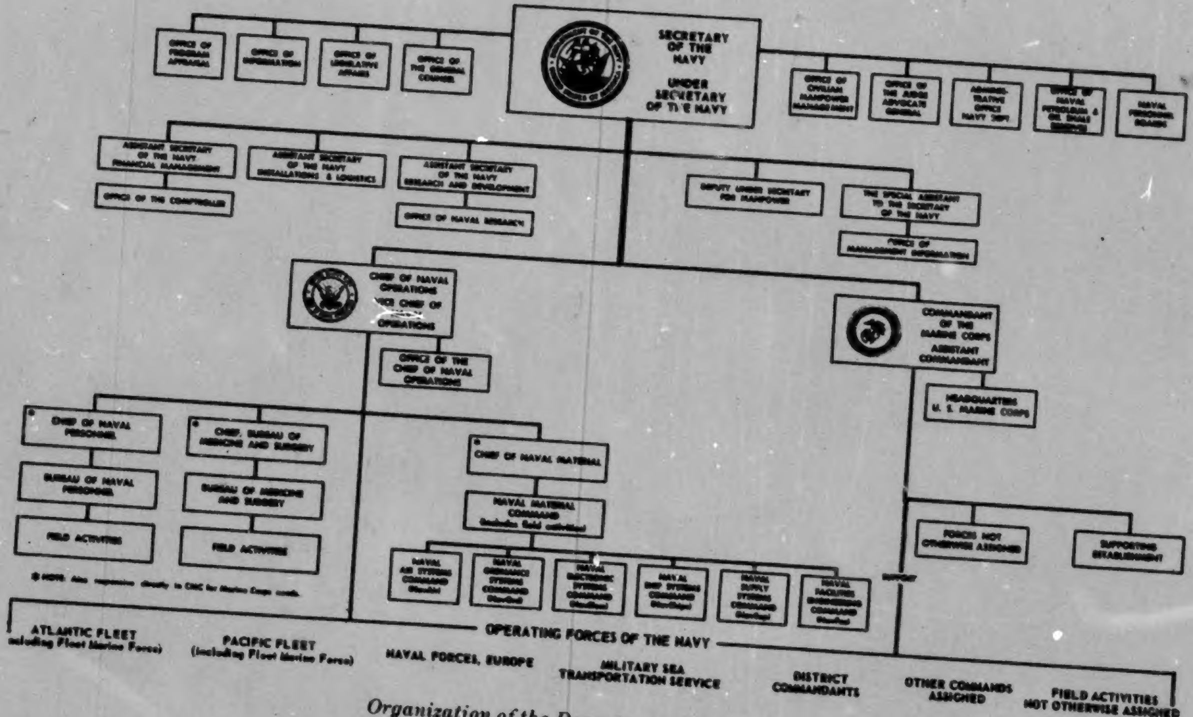
Among his assistants, the Secretary of the Navy has a number of civilian and naval executives. In the civilian group are the Under Secretary of the Navy, the Assistant Secretaries of the Navy, and the Deputy Under Secretary for Manpower. One of the civilian executive assistants serves as Comptroller of the Navy.

The offices which provide staff support to the Secretary of the Navy include the offices of Program Appraisal, Information, Legislative Affairs, General Counsel, Civilian Manpower Management, Judge Advocate General, Naval Petroleum and Oil Shale Reserves, Navy Department Administration, and Naval Personnel.

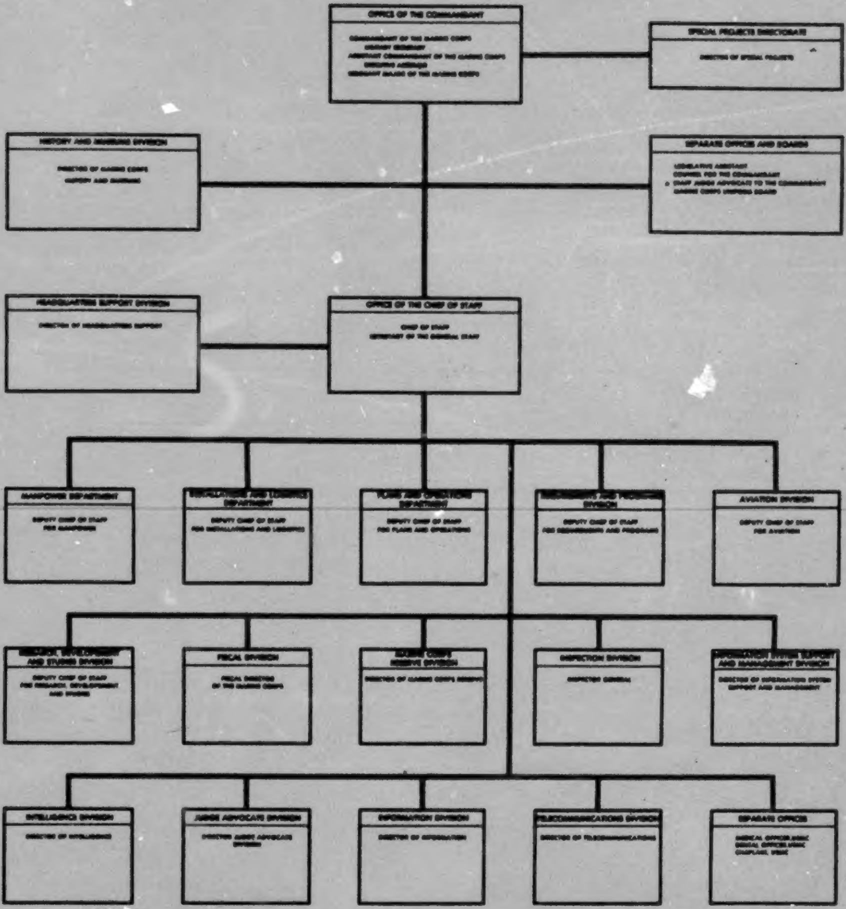
U.S. MARINE CORPS

The United States Marine Corps is organized, trained, and equipped to provide fleet Marine forces of combined arms, together with supporting air components, for service with the fleet in the seizure or defense of advanced naval bases and for the conduct of such land operations as may be essential to the prosecution of a naval campaign. In addition, the Marine Corps provides detachments and organizations for service on armed vessels of the Navy and security detachments for the protection of naval property at naval stations and bases. It performs such other duties as the President may direct. The Marine Corps is also charged with the development, in coordination with the Army and the Air Force, of those phases of amphibious operations that pertain to the tactics, techniques, and equipment used by landing forces and is responsible, in accordance with integrated joint mobilizations plans, for the expansion of peacetime components of the Marine Corps to meet the needs of war.

Headquarters, U. S. Marine Corps,


SECRETARY OF THE NAVY
UNDER SECRETARY OF THE NAVY
OFFICE OF PROGRAM APPRAISAL
OFFICE OF INFORMATION
OFFICE OF LEGISLATIVE AFFAIRS
OFFICE OF THE GENERAL COUNSEL
OFFICE OF CIVILIAN MANPOWER MANAGEMENT
OFFICE OF THE JUDGE ADVOCATE GENERAL
ADMINISTRATIVE OFFICE NAVY DEPT
OFFICE OF NAVAL PETROLEUM & OIL SHALE RESERVES
NAVAL PERSONNEL BOARDS
ASSISTANT SECRETARY OF THE NAVY FINANCIAL MANAGEMENT
OFFICE OF THE COMPTROLLER
ASSISTANT SECRETARY OF THE NAVY INSTALLATIONS & LOGISTICS
ASSISTANT SECRETARY OF THE NAVY RESEARCH AND DEVELOPMENT
OFFICE OF NAVAL RESEARCH
DEPUTY UNDER SECRETARY FOR MANPOWER
THE SPECIAL ASSISTANT TO THE SECRETARY OF THE NAVY
OFFICE OF MANAGEMENT INFORMATION
CHIEF OF NAVAL OPERATIONS
VICE CHIEF OF NAVAL OPERATIONS
OFFICE OF THE CHIEF OF NAVAL OPERATIONS
COMMANDANT OF THE MARINE CORPS
ASSISTANT COMMANDANT
HEADQUARTERS U. S. MARINE CORPS
* CHIEF OF NAVAL PERSONNEL
BUREAU OF NAVAL PERSONNEL
FIELD ACTIVITIES
* CHIEF, BUREAU OF MEDICINE AND SURGERY
BUREAU OF MEDICINE AND SURGERY
FIELD ACTIVITIES
* CHIEF OF NAVAL MATERIAL
NAVAL MATERIAL COMMAND (includes field activities)
NAVAL AIR SYSTEMS COMMAND (NavAir)
NAVAL ORDNANCE SYSTEMS COMMAND (NavOrd)
NAVAL ELECTRONIC SYSTEMS COMMAND (NavElex)
NAVAL SHIP SYSTEMS COMMAND (NavShips)
NAVAL SUPPLY SYSTEMS COMMAND (NavSup)
NAVAL FACILITIES ENGINEERING COMMAND (NavFac)
FORCES NOT OTHERWISE ASSIGNED
SUPPORTING ESTABLISHMENT
SUPPORT
* NOTE: Also responsive directly to CMC for Marine Corps needs.
OPERATING FORCES OF THE NAVY
ATLANTIC FLEET (including Fleet Marine Force)
PACIFIC FLEET (including Fleet Marine Force)
NAVAL FORCES, EUROPE
MILITARY SEA TRANSPORTATION SERVICE
DISTRICT COMMANDANTS
OTHER COMMANDS ASSIGNED
FIELD ACTIVITIES NOT OTHERWISE ASSIGNED

Organization of the Department of the Navy.


OFFICE OF THE COMMANDANT
COMMANDANT OF THE MARINE CORPS
ASSISTANT COMMANDANT OF THE MARINE CORPS
SERGEANT MAJOR OF THE MARINE CORPS
SPECIAL PROJECTS DIRECTORATE
DIRECTOR OF SPECIAL PROJECTS
HISTORY AND MUSEUMS DIVISION
DIRECTOR OF MARINE CORPS HISTORY AND MUSEUMS
SEPARATE OFFICES AND BOARDS
LEGISLATIVE ASSISTANT
COUNSEL FOR THE COMMANDANT
* STAFF JUDGE ADVOCATE TO THE COMMANDANT
MARINE CORPS UNIFORM BOARD
HEADQUARTERS SUPPORT DIVISION
DIRECTOR OF HEADQUARTERS SUPPORT
OFFICE OF THE CHIEF OF STAFF
CHIEF OF STAFF
SECRETARY OF THE GENERAL STAFF
MANPOWER DEPARTMENT
DEPUTY CHIEF OF STAFF FOR MANPOWER
INSTALLATIONS AND LOGISTICS DEPARTMENT
DEPUTY CHIEF OF STAFF FOR INSTALLATIONS AND LOGISTICS
PLANS AND OPERATIONS DEPARTMENT
DEPUTY CHIEF OF STAFF FOR PLANS AND OPERATIONS
REQUIREMENTS AND PROGRAMS DIVISION
DEPUTY CHIEF OF STAFF FOR REQUIREMENTS AND PROGRAMS
AVIATION DIVISION
DEPUTY CHIEF OF STAFF FOR AVIATION
RESEARCH, DEVELOPMENT AND STUDIES DIVISION
DEPUTY CHIEF OF STAFF FOR RESEARCH, DEVELOPMENT AND STUDIES
FISCAL DIVISION
FISCAL DIRECTOR OF THE MARINE CORPS
MARINE CORPS RESERVE DIVISION
DIRECTOR OF MARINE CORPS RESERVE
INSPECTION DIVISION
INSPECTOR GENERAL
INFORMATION SYSTEM SUPPORT AND MANAGEMENT DIVISION
DIRECTOR OF INFORMATION SYSTEM SUPPORT AND MANAGEMENT
INTELLIGENCE DIVISION
DIRECTOR OF INTELLIGENCE
JUDGE ADVOCATE DIVISION
DIRECTOR JUDGE ADVOCATE DIVISION
INFORMATION DIVISION
DIRECTOR OF INFORMATION
TELECOMMUNICATIONS DIVISION
DIRECTOR OF TELECOMMUNICATIONS
SEPARATE OFFICES
MEDICAL OFFICER, USMC
DENTAL OFFICER, USMC
CHAPLAIN, USMC

* ADDITIONAL DUTY FOR DIRECTOR JUDGE ADVOCATE DIVISION

Headquarters United States Marine Corps.

consists of the Commandant of the Marine Corps and those staff agencies that advise and assist the Commandant in the discharge of his responsibilities.

COMMANDANT OF THE MARINE CORPS. The senior officer of the U.S. Marine Corps, is the Commandant of the Marine Corps. When matters which directly concern the Marine Corps are under consideration by the Joint Chiefs of Staff, and with respect to such matters, the Commandant has coequal status with the members of the Joint Chiefs of Staff. He is responsible for keeping the Secretary of the Navy fully informed on these matters.

The Commandant of the Marine Corps, under the Secretary of the Navy, commands the United States Marine Corps.

He advises the Secretary of the Navy on matters pertaining to the Marine Corps. He is directly responsible to the Secretary of the Navy for the administration, discipline, internal organization, training, requirements, efficiency, and readiness of the Marine Corps; for the operation of its material support system; and for the total performance of the Marine Corps. He is also responsible to the Secretary of the Navy for the utilization of resources and the operating efficiency of all activities under his command.

When performing his many functions, the Commandant of the Marine Corps is not a part of the command structure of the Chief of Naval Operations. However, there must be a close cooperative relationship between the Chief of Naval Operations, as the senior military officer of the Department of the Navy, and the Commandant of the Marine Corps, as the officer having command responsibility over the Marine Corps. The Commandant of the Marine Corps is directly responsible to the Chief of Naval Operations for the organization, training, and readiness of those elements of the operating forces of the Navy. Such Marine Corps forces, when so assigned, are subject to the command exercised by the Chief of Naval Operations over the operating forces of the Navy.

SUPPORTING ESTABLISHMENT. Among the primary tasks of the Marine Corps supporting establishment are training, maintaining, and supporting the operating forces. The supporting establishment includes the Marine Corps schools, recruit depots, supply installations, certain Marine Corps bases, barracks and air stations, and a number of miscellaneous small activities.

The operating forces of the Marine Corps consist of: (1) the fleet Marine forces, (2) the Marine complements aboard naval vessels, (3) the security forces at shore activities of the Naval Establishment, and (4) U. S. Marine Corps combat forces not otherwise assigned.

FLEET MARINE FORCES. A fleet Marine force is a balanced force of combined arms comprising land, air, and service elements of the U. S. Marine Corps. There are two fleet Marine Forces; Fleet Marine Force Pacific and Fleet Marine Force Atlantic. These Fleet Marine Forces are integral to the Atlantic and Pacific Fleets. They have the status of a fleet "type" command and are subject to the operational authority of the respective fleet commanders.

In peacetime, as well as in wartime, Marine divisions and Marine aircraft wings are habitually located together prepared for distant employment as Marine air-ground teams. Each fleet Marine force consists of one or more Marine divisions, one or more air wings, and force troops.

FORCES AFLOAT. Every battleship (when in commission), cruiser, and large aircraft carrier, together with certain amphibious ships (such as command ships), has its detachment of Marines. These detachments have the following missions:

To provide a unit organized and trained for operations ashore, either as part of the ship's landing force or as an independent force for limited operations.

To provide guncrews as required.

To provide internal security for the ship.

SECURITY FORCES. Marine security forces provide internal security for all major shore stations in the Naval Establishment. These forces are based on the number, size, and dispersion of the naval bases and stations necessary to support the fleet, and are assigned to naval shore activities in adequate numbers to provide security which cannot adequately or appropriately be furnished by civilian guards.

In addition to security forces furnished to naval installations, there are 86 detachments that guard State Department embassies, legations, and consulates in 74 countries.

Since World War II, the Marine Corps has developed and perfected an entirely new amphibious warfare technique—vertical assault by helicopter. This technique, originally conceived to provide a tactical basis for the conduct of amphibious operations under nuclear as well as conventional conditions, can also be applied with effectiveness in a variety of ways against guerrilla-infested areas along coastal or inland waterways. The key to this concept is the dispersal of forces combined simultaneously with the ability to reconcentrate rapidly for combat.

Marine Corps policy continues to emphasize the close integration of air and ground operations. As noted above, such integration is brought about through the formation of a Marine air-ground task force, an organization designed to exploit the combat power inherent in carefully integrated air and ground operations.

Among the task organizations provided by the fleet Marine forces are three types of Marine air-ground task forces; the Marine Amphibious Unit, the Marine Amphibious Brigade, and the Marine Amphibious Force. During the war in Vietnam, the Marines "in-country" were under control of a Marine Amphibious Force.

MARINE CORPS RESERVE. Earlier in this book you learned how the Marine Corps Junior Reserve Officers Training Corps got started. Now we will discuss that important word in the title of your organization, the word "Reserve."

Part of the Marine Corps' ability to respond to any emergency lies in the fact that it has a large, well trained and equipped reserve which can be called upon quickly to fill the ranks in the regular establishment should the situation require it. Basically, the mission of the reserve is: "To provide a trained force of qualified commissioned, warrant, and enlisted personnel to meet requirements for the initial expansion of the regular Marine Corps in time of war or national emergency."

In comparison with the history of the Marine Corps in general, its Reserve is a relatively young organization. It was established in 1916, when the National Defense Act of that year was made law. When the United States entered WW I the Reserve was composed of a mere 3 officers and 33 enlisted men. This insignificant number had increased to approximately 500 officers and 7,000 enlisted men by the end of the war and the Reserve, from the standpoint of personnel, was definitely established. Very little organization existed, however, until after 1925 when the Naval Reserve Act of that year provided the first authority for paid drilling and training units. Based on this authority the Marine Corps, in 1926, formed its first Organized Reserve units and named them the Fleet Marine Corps Reserve Companies. This organization, consisting initially of WW I veterans, was gradually expanded by recruitment, and in 1940 the Marine Corps could mobilize 23 infantry and artillery battalions and 13 air squadrons.

During WW II the Reserve grew by leaps and bounds and by 1946 the figure stood at a third of a million well-trained, combat experienced officers and men. This tremendous pool of manpower, trained in a great diversity of military specialties, provided the means for building a better-balanced Organized Reserve.

Perhaps the best example of the importance of the Reserves came in the mobilization of the Korean Conflict. On 19 July 1950 President Truman was sanctioned by Congress to call up the Reserves. By August, the entire Marine Corps Organized Reserve (Ground) had been ordered up. By 11 September the last of the ground units had reported for duty.

At the same time as the ground units were being called up, a sizable number of aviation Reservists were being mobilized. By the time mobilization was complete, 138 ground units and 42 air squadrons had answered the call along with thousands of Volunteer Reservists who had never actively participated in reserve training.

Today, the Marine Corps Reserve is as important as it ever was. The focal point of control for all Reserve activities is the Division of Reserve at Headquarters Marine Corps in Washington. With a general officer as director, the Division of Reserve sees to it that all units of the 4th Division and the 4th Wing, and the many Staff Groups and Volunteer Training Units throughout the country, are ready to provide the instant response that helps keep the Marine Corps a "Force in Readiness."

PASS IN REVIEW!

To start you on your way in MCJROTC, the opening pages of this book gave you some information on the origin of the MCJROTC Program. Most of the information consisted of facts and dates. Thinking back on those pages now—

a. Why do you think the military organizations promote the JROTC program?

b. Can you put into thoughts or words what you hope to get out of the JROTC program in your school?

c. Has there been any change or improvement in your daily routine since you became involved with JROTC?

The Marine Corps, like any other large organization, has certain ways of doing things. It also has a distinctive appearance and there exists a certain inter-relationship within its ranks. Part of this stems from tradition, some of it stems from discipline and common courtesy. In this regard—

a. What is the importance, or reason, for every service having a uniform?

b. Why do you think the military has a rank structure?

c. Why do we salute?

d. Marines have been around since ancient history. What has been their primary duty?

e. If someone told you to "Field Day the Galley," what would you do?

f. All U. S. Marine officers carry the same kind of sword. Can you recall the type and history of the sword?

g. What is the only flag that can be flown over the American flag?

h. If you were carrying the Marine Corps colors as part of a color guard, which side of you would the man be who was carrying the American flag?

i. If you had orders to report to Headquarters, Fleet Marine Force, Atlantic, to what city would you go?

One aspect of the Marine Corps that cannot be dimmed by time is its long and colorful history. We were truly born with the nation and have participated in every major conflict since then. In fact, we have participated in many conflicts that were far from major, but which nevertheless involved the safety of American lives and property. We are intensely proud of this history, and practically any Marine can respond to questions such as—

a. Was there a Montezuma and why is the name important to us?

b. How would you explain our fighting in a foreign battle such as the Boxer Rebellion? Would we fight today under the same circumstances?

c. "Devil Dogs" does not sound very complimentary. How did we get the name and why are we proud of it?

d. If someone were to mention the word "Guadalcanal", what kind of images would this bring to your mind?

e. Why did the Tet Offensive of 1968 fail?

Even though the people of this nation hate war, steps must be taken on a continuing basis to provide for our defense. Because of this, various laws have been enacted and offices created to provide for national security. Some of these laws and offices you should be familiar with, such as—

a. Who is the Commander-in-Chief?

b. What dangers do you think might exist if there were no civilian control over the military?

c. Do you think it is an advantage or disadvantage for the Marine Corps to be within the Navy Department?

d. Is the Commandant present at every meeting of the JCS?

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PART TWO
LEADERSHIP

LEADERSHIP

THE LEADERSHIP LABORATORY

The Marine Corps JROTC Leadership Education Course is a course in practical leadership. It is not just a study of principles and techniques. It is a laboratory where you can discover your own special abilities and put them to use. Each of us has leadership potential. The very fact that you chose the Marine Corps JROTC is an indication of leadership—it took initiative, and it required you to make a decision. Those are traits of leadership. You have many other such traits. The leadership laboratory is designed to help you develop those traits.

CHANGING ROLES OF LEADERSHIP

Leadership to the primitive man was relatively simple. The man who was bigger, stronger, and braver than the others led the group because he was able to dominate the weaker members. The other members accepted the leadership of the stronger man because they needed his protection in an environment that had many physical dangers. As society became more complex, the requirements for leadership changed. Physical strength was no longer the most important requirement. The leader had to solve more complex problems than finding game to feed and clothe the tribe. As tribes merged into nations, leaders had more people to manage. As we moved through the Stone and Iron Ages into the Industrial Age, communities became less self-sufficient. They came to depend more and more on industry to provide food, shelter, and clothing. Another kind of leadership was required. We needed people with the ability to coordinate and manage all the people and machines that supplied our needs and wants. Government and industry could no longer wait for leaders to emerge from the masses. There were not enough of these to go around. The demand for leaders was greater than the supply. This led to the modern concept of seeking men with potential and teaching them to lead.

Today we live in an exciting time of science and technology that has sent man to the moon and space vehicles to scan the face of Mars. Communication satellites bring events from around the world into our living rooms. At the same time we are faced with problems of poverty and misery in much of the world, and our environment is being threatened by the wastes that are produced by our affluent society. The challenges and opportunities for leadership have never been greater.

LEADERSHIP EDUCATION

Too often education is looked upon as preparation for some event that lies in the future. We attend high school to prepare for college or a better job. We go to college or technical school to prepare for a trade or profession that we hope is waiting for us when we graduate. As a result some students get impatient with school because the benefits seem too far in the future. Some even drop out because they find school dull and unrelated to things that interest them now. Educators have learned that knowledge and skills are best learned when they are put to use immediately. By using what is learned we tend to remember it because we can see that it has purpose.

The purpose of Marine Corps JROTC Leadership Education is to give the cadet knowledge and skills that he can use today. Leadership is not something that happens in the future. Leading means being ahead, being in front of events, not following after. Opportunities to lead face us every day. Those who lead well will be recognized and given greater responsibilities. Those who are not prepared will miss opportunities and shirk responsibility because they lack confidence.

Have you ever heard someone say, "I don't see why he was elected captain of the team. I know I am as good as he is."? It may be true that two people are equal in natural ability or potential, but one stands out as a leader while the other is just one of the pack. The difference in most cases is that one has prepared himself while the other has not made the effort. The Marine Corps JROTC cadet prepares for leadership by practicing leadership. The cadet who applies himself to the practice of leadership in the classroom and on the drill field will be surprised to find how this affects his pride, confidence, and overall outlook on life. He will find that as he grows in confidence and ability as a leader, he will not only seek increasing responsibilities, but that others will seek him for responsible tasks.

LEARNING TO LEAD

There have been many approaches to leadership education. Some have been based on philosophy, some on religion or moral law, and more recently some on science. The Marine Corps JROTC Leadership Education Course includes some of each of these, but essentially it is a practical approach. It is designed to give the cadet skills and techniques that will be useful to him now. As he develops these skills and techniques, he will be given opportunities to put them to practice in a variety of situations. The cadet's leadership education includes five major areas of study and application:

1. **CONCEPTS OF LEADERSHIP.** The cadet will begin by studying concepts of leadership. This will include some theoretical approaches—a study of the leader, the group, and the situation.

2. **PRINCIPLES OF LEADERSHIP.** The cadet will learn some proven principles of leadership. These principles are rules of conduct that have been observed in outstanding leaders. They will serve the cadet as a guide to proper behavior in a variety of situations.

3. **LEADERSHIP SKILLS.** An essential part of practical leadership education is the learning of skills that are necessary for effective leadership. These skills include the ability to communicate with others, solve problems, and manage people and material.

4. **LEADERSHIP TECHNIQUES.** Leadership techniques are the ways in which a leader uses his skills. These techniques are as different as people are different, and each has his own style. By examining the techniques and styles of a variety of leaders, the cadet will find some techniques that are suitable for him.

5. **APPLICATION OF SKILLS AND TECHNIQUES.** A course in leadership education would be incomplete without a laboratory to experiment and practice what is learned. The laboratory of the Marine Corps JROTC is not limited to the confines of a single room. The cadet will practice and apply his leadership skills on the drill field, in the classroom, and in the community.

ELEMENTS OF DYNAMIC LEADERSHIP

The American College Dictionary defines leadership as . . . *the position, function, or guidance of a leader; ability to lead.* There are many other definitions of leadership, and they differ according to the point of view of the author. For our purposes we will consider leadership as a *function* or *act* rather than a position or a specific ability. In its essence leadership is a dynamic function which implies action, motion, doing something. Leadership as we define it for the Marine Corps JROTC Leadership Course is . . . *the function of influencing others so that they will perform as a team to accomplish a common goal or mission.*

ELEMENTS OF LEADERSHIP

Leadership is a common and ordinary behavior. Whenever one person influences others to achieve a purpose, he is exercising leadership. For such a common activity, leadership involves a lot of complex interactions. Leadership can involve one person influencing one other person, one person influencing several other people, or several people influencing many other people. Every member of a group will be influenced in some way by every other member of the group, and the group will also be influenced by factors outside the group. The larger the number of people involved, the more complex the situation becomes. Study of leadership has tried to identify the factors or circumstances involved in this complex process.

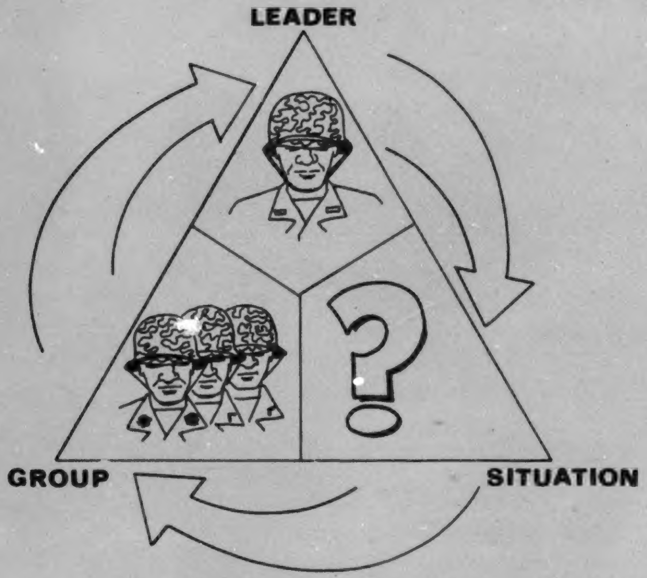
There are many theories about leadership. These range from the theory on one side that says some men are born and destined to shape the course of history, to the other side which maintains that the course of history is such that men will rise to meet the occasion. There are proponents of both sides and a wide range of theories that lie somewhere between these extremes. Each theory has its adherents who can point to stacks of scientific and historical data to support their positions. Research continues in social and behavioral sciences to find the elusive ingredients of leadership.

At this point no one can say for a certainty whether history makes the man or man shapes his own destiny. However, we can identify some factors that are involved in the exercise of leadership. These factors provide a basis for a useful concept of leadership education. We will not attempt to examine every theory, but only those elements that appear essential to an understanding of the dynamics of leadership. These essential elements include the LEADER, the GROUP, and the SITUATION.

THE LEADER

The earliest and most obvious approach to the study of leadership was to study the leader himself. From the earliest recorded history, leaders have been surrounded with an air of "mystique" or mystery. They seemed to be different, somehow, from ordinary men. Not knowing how else to explain this difference, people believed their chieftains and kings had godlike qualities.

One popular concept explained that these special qualities of leadership were hereditary, that leaders were born and not made. This philosophy justified suc-



The Elements of Leadership

cession of kings from father to son. It was also the basis of the feudal system where titles were passed down from one generation to the next. Since no others were allowed to assume important leadership positions, the effectiveness of these systems could not be challenged. With the advent of democracy, leaders began to emerge from the masses of common people. Leaders were being chosen for their merits, and it appeared that education and training were important factors in leadership development. While heredity does play a part in a person's leadership potential, more recent study shows that learning and experience are more important factors in leadership development.

Another approach to the study of leadership is the attempt to identify personality traits in recognized leaders in order to predict the success of others who have similar traits. Thus far no one has been able to isolate any universal traits that will be found in all great leaders, but there are certain traits that are required by leaders in certain situations. For example, the captain of an athletic team is expected to have superior physical abilities, while the captain of the debating team needs high intelligence. Although the trait theory is incomplete and inconclusive, it has some useful applications in leadership education.

THE GROUP

The second essential element of leadership is the group. The very existence of a leader implies the existence of followers. A leader may have the ability to lead, but leadership is something that happens in a group. It is not something that the leader can do alone. Without followers the leader would have no one to lead.

A group is not just [illegible]mber of individuals you might assemble by tearing a page out of a telephone directory and calling them all together for a meeting. A group is a collection of people who have a common purpose. A group may be an informal gathering of friends who get together for an evening of entertainment, or it may be a formal group which is highly organized and has definite goals. Your Marine Corps JROTC unit is an example of a formal group with definite organization and goals.

Just as leaders are different in personality and makeup, groups are different, one from another. You would certainly agree that the New York Philharmonic Orchestra is a different sort of group from the New York Jets. You would expect each of these professional groups to require a different kind of leader and a different style of leadership. Each is an example of a highly organized, formal group. They are structured to perform very specialized functions. Members of such groups are highly skilled and disciplined, and their leaders are well-trained and carefully selected.

Informal groups, such as your neighborhood gang which plays touch football on Sunday afternoon, or a dance combo made up of members of your high school band, are not so highly organized. They are groups that have formed because they like to do things together. Their organization may change from week to week, with members and leaders changing as the situation demands. These informal groups have goals and requirements for membership different from their professional counterparts. You can think of many other examples of formal and informal groups, all with different goals and structures.

Just as groups differ in purpose and organization, they also differ in personality. Members of a group may have very different feelings about one another. A group may have strong personal bonds and a feeling of togetherness. They feel comfortable when they are together and share similar interests and goals. They tend to enjoy the same activities and enjoy discussing the same topics. This phenomenon of group solidarity is not the result of the mere coincidence of a group of individuals gathering together with identical goals and interests. It is the result of interaction of group members and their influence upon one another. One member tends to reflect the excitement of another, and this reinforces the pleasure or satisfaction of everyone involved. It is the feeling you get when you see your friends having a good time and want to join in the fun. An example of the effect of this kind of group feeling is the case of the football player sitting on the bench who ran onto the field to tackle an opposing ball carrier who had gotten behind the defense and was on his way to a sure touchdown. In his excitement the man on the sidelines felt compelled to participate by rushing into the action.

All groups do not share this kind of feeling. Consider a group of workers who are assigned a simple, monotonous task of assembling small parts for automobiles. Suppose their employer enforces rigid rules that do not allow them to talk to each other during working hours, but has them working independently to meet high production goals. Suppose the employer, to increase production, has offered a bonus each week to the man who produces the most assemblies. Do you think these workers would be likely to develop strong feelings of loyalty toward each other and the company, or do you think they would be more interested in their own personal goals? This is a group with a common purpose, as far as the employer is concerned, but there would be little opportunity for group interaction or teamwork. Unless the pay was extremely high, this would not be a very satisfying job.

The relationship of the leader and the group is another important factor in group behavior. Although a leader may enjoy a special status, he is still a part of the group that he leads. He does not stand entirely apart from the group.

Just as the leader influences the group, the group also influences the leader. The effective leader will be sensitive to the attitudes and feelings of the group. This influence of the group on the leader will have an effect on the leader's style. If a leader is confident of the ability of his group, he may be inspired to great accomplishments. Napoleon's confidence in the efficiency and loyalty of his army must have influenced his ambition to conquer all of Europe.

Only the hermit in his cave lives entirely outside a group. We all belong to and are affected by a variety of formal and informal groups. Much of our success and satisfaction depends on how well we get along with other members of these groups. We influence the group, and the group in turn influences us. An understanding of group behavior is an essential element of leadership development. The leader who understands the dynamics of group action can assume the leadership role in many different situations.

THE SITUATION

The third important dimension of the leadership process is the situation. The same leader, leading the same group will behave differently in different situations. The leader of a Marine rifle platoon would behave differently toward his platoon in a noncombat situation than when his unit is under fire. The techniques he uses to prepare his platoon for a parade or inspection might not be effective in combat, where the safety of his men depends on instant response to orders in face of mortal danger. The platoon leader in this case might have to inflict strict discipline and take harsh measures to keep his men from reacting to their natural instincts to flee from danger.

Another effect of the situation on the exercise of leadership is the tendency for groups to look for leadership in the person who is best qualified to handle a particular situation or problem at the moment. For example, the passengers of a crippled aircraft must trust the skill of the pilot to handle the plane and give the instructions in preparation for an emergency landing, but once on the ground, the passengers may look to a leader with different kinds of skills to help them survive in the wilderness and find their way back to safety.

The situation or the job your group has to perform will influence your actions. The leader must always survey the situation to determine the best course of action.

A FUNCTIONAL APPROACH TO LEADERSHIP

Each of the three elements of leadership—the leader, the group, and the situation—are important factors, but neither element alone provides a satisfactory approach to leadership education. Any effective approach to leadership development must consider all three elements. Since it is impossible to present all the possible combinations of groups and situations, we must concentrate on the leader to develop the attitudes, skills, and techniques that he can use in a variety of groups and situations. Just because a man has certain leadership attributes does not guarantee that he will be a successful leader. It is the way he functions in relation to the group and situation that will determine his success. This is the basis of the Marine Corps approach to leadership. This approach is based on the idea that a leader must analyze each different situation and group and choose the appropriate action to achieve the desired objective.

In the following chapters we will discuss some desirable traits and attitudes of leaders and examine the styles of some great leaders of the past. We will also consider the moral aspects of leadership and the value of setting goals for personal achievement.

INGREDIENTS FOR GREATNESS

"Some are born great, some achieve greatness, and others have greatness thrust upon them."
SHAKESPEARE

THE GREAT MAN THEORY

Thomas Carlyle claimed that history could only be explained by the changes brought about by a few great men who appeared from time to time to alter the course of events (Carlyle, 1901). This is commonly known as the "Great Man" theory and is the basis of the approaches to leadership that are centered around the personality of the leader. Many attempts have been made to identify some common trait or traits that are unique in the makeup of great men. If such qualities could be identified, it would be a simple matter to select these elite individuals destined for greatness. The best scientific methods have not yet been able to find these secret ingredients. As we study the lives of great captains of the past, we find so many differences of attitude and character that no consistent pattern of traits can be found. For every desirable trait that can be recognized, we can always find exceptions.

LEADERSHIP TRAITS

Although no universal traits have been found that will predict greatness, there are many traits that appear to be desirable for certain leaders of certain groups in certain situations. Traits that would be desirable in one society might not be considered important in another. The trait of humaneness or concern for the feeling of others, is considered highly desirable in a democratic society. In a totalitarian society which places desires and goals of the state above individual goals, humaneness might not be considered a desirable attribute. The democratic society places higher value on self-confidence, initiative, and imagination.

Some personal traits are inherited and others are acquired. One of the traits that is most often found in great leaders is the trait of intelligence. Most authorities believe intelligence to be largely inherited. Physical stature and appearance are also inherited characteristics. Some examples of traits that can be acquired are knowledge, competence, self-confidence, and enthusiasm. Research has shown that the acquired traits seem to be more important factors in leadership than the inherited traits.

What we know of great leaders of the past and in the current age tells us that it does not take a superman to scale the heights. Observers have noted that famous leaders possess many personality traits and characteristics of the average man. Many individuals, recognizing these traits within themselves, mistakenly believe they are a bar to greatness.

George Washington did not possess outstanding intellectual abilities, but he started at an early age to acquire the knowledge and skills that he would use to lead his country through its perilous infancy. Washington's leadership qualities were recognized when he was quite young. He was appointed Adjutant of the State of Virginia at the age of 21. He had no formal military training, and there were those who questioned his military skill when he was given command of the Continental Army in 1775, but he had prepared himself for command by reading about warfare, strategy, and tactics. This preparation enabled him to lead the Continental Army to several brilliant victories and avoid disastrous defeat against superior forces.

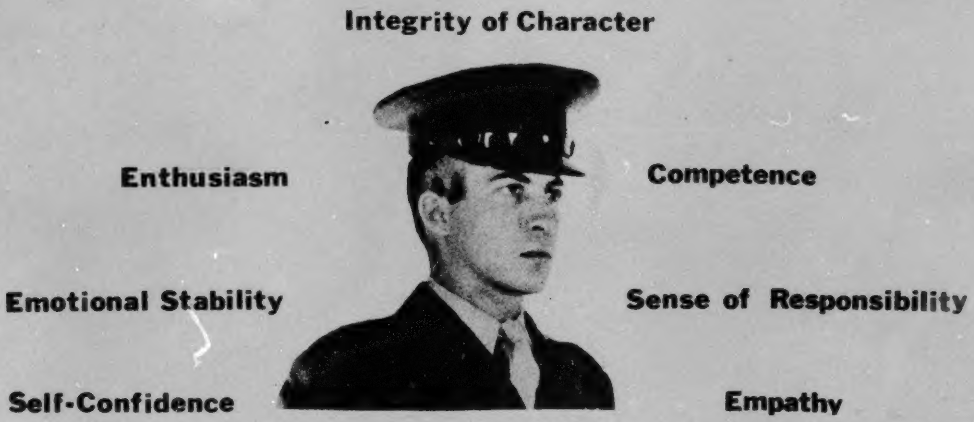
The famous Civil War leader, and later President, Gen. Ulysses S. Grant, had many characteristics of the average man. His squat stature was unimpressive, and he was not an eloquent speaker, but his virtues as a leader were those that plain men could understand. He was direct in his dealings with subordinates and was approachable. He used plain language and never resorted to intrigue. Despite his lack of the image of the handsome leader on the white horse, he accomplished what more colorful men before him had failed to do. He turned the tide of the Civil War and was largely responsible for winning the war and preserving the Union. What he lacked in natural attributes, he more than made up in integrity, determination, and brilliant use of common sense.

ATTRIBUTES OF A LEADER

Research has produced no one infallible list of qualities essential to effective leadership. Even though we cannot select leaders on the basis of one set of qualities, we recognize certain attributes as being desirable in a leader because they increase the chances of his success in helping the group attain the common objective. The leader may make many contributions that go unnoticed by the group. He may have knowledge and understanding of problems that enable him to direct the group to the heart of the matter and prevent a lot of useless effort. Things may proceed so smoothly that nobody notices his ability to organize. Members of the group may not recognize some special talent because it may have been quietly added to the group effort without any fanfare.

When the leader makes contributions which other group members can see, he brings his basic personal qualities to bear on the group. If he has outstanding personal qualities and uses them well, they help create a high state of group spirit, and members respond eagerly. The basic attributes of the leader must include human characteristics which help other members of the group develop greater strength in themselves. A technically competent leader can organize people, facilities, and activities; he can solve problems; and he can communicate logically. He may gain satisfactory results, but if he accomplishes this in a purely mechanical way, there is no genuine satisfaction for other members of the group. They will have no feeling of importance and will have no desire to do a better job. No robot can provide leadership.

The leader who brings the personal qualities of integrity, responsibility, competence, enthusiasm, emotional stability, empathy, and self-confidence to the group is the one who satisfies the needs of the group and produces quality results. These are some of the qualities that a group expects its leader to have. The superlative leader must gain a good understanding of these qualities and develop them to a degree that they are apparent to the group. A leader's attributes are a part of his resources, and he should cultivate them just as he does technical knowledge and skills. Some basic attributes of successful leaders are discussed briefly here. The list is certainly not complete, but it includes some of those most often mentioned in discussions of leadership.



Attributes of a Leader

INTEGRITY OF CHARACTER

A leader who believes in an established and accepted moral code and applies it, earns the respect of his group. Such a man has integrity of character. It is best expressed by such terms as moral soundness, honor, trustworthiness, dependability, honesty, loyalty, and courage (both mental and physical). These are recognized by our society as desirable characteristics that merit allegiance, respect, and confidence. The group is constantly searching for the security offered by leaders possessing such traits. A man of integrity is consistent and constant, and his group knows what to expect from him. Honor, moral soundness, and courage enable the leader to uphold those principles he believes to be right and to go forward without hesitation in the face of all disorder. Honesty, trustworthiness, dependability, and loyalty are characteristics that are expected and required of those who lead. Integrity of character leads to a sense of responsibility.

SENSE OF RESPONSIBILITY

Sense of responsibility is the driving or motivating force within the leader that gives him the awareness to recognize, and do, what must be done. It makes him stay with a task until it is completed. It impels him to accept all assignments, large or small, pleasant or unpleasant. It makes him appreciate daily chores as well as great ambitions. The leader who has a sense of responsibility realizes the need for decisiveness. He uses good judgment and common sense to arrive at timely and logical decisions. This is truly a basic trait. Without it, no one in a position of leadership can be successful. The leader who sets a limit on his responsibility limits his effectiveness.

COMPETENCE

The competence of the leader has a definite effect on his leadership ability. The leader must know his job or he will not be looked up to as the leader. Subordinates seldom respect the individual who must constantly rely on others when decisions must be made or guidance is required. Although subordinates usually show a commendable degree of patience with newly assigned leaders, they lose faith in the leader who fails to gain an understanding of his job within a reasonable period of time. The leader must make every effort to keep his knowledge current. Failure to keep up invites loss of confidence on the part of the group. However, if he doesn't know something he should say so and then find the answer. He should never try to bluff his way through. Although practical experience in the job is not an absolute necessity, it helps the leader to direct others and to make decisions. The leader should not limit his learning to practical experience. He should also study and talk to others in order to prepare himself to do a better job.

ENTHUSIASM

Since the enthusiasm of a leader is transferred to his men, it is very important that the leader possess genuine enthusiasm. Interest and sincerity on the part of the leader generate enthusiasm. Interest and sincerity, in turn, tend to generate diligence, perseverance, and aggressiveness. If these qualities are present in the leader, enthusiasm is the logical result. It is a form of salesmanship that causes others to become interested in and willing to accept what the leader is attempting to accomplish. True enthusiasm is contagious.

EMOTIONAL STABILITY

Emotional stability, which is basically self-control resulting from emotional maturity, is almost a necessity for any leader. The slightest show of emotional instability places the leader in a precarious position with regard to his group. Faulty decisions, improper treatment of others, and loss of leadership can result if the leader is not in control of himself at all times. Therefore, the leader must integrate his personality, develop endurance, and train himself so that he is able to face each new situation calmly. The leader who is disturbed or upset by every minor difficulty can hardly be expected to face major crises with calmness. As a leader, you should think positively of all the ways to accomplish the mission before you think of the difficulties involved. You must, by your example, guide the emotional response of others if you are to lead.

EMPATHY

Empathy is the quality of understanding the other person's point of view—putting yourself in someone else's shoes and looking at the situation through his eyes. It can be one of your most valuable aids to effective communication and getting things done through a group.

Empathy does not mean acceptance of the other person's point of view, only that you have a clear understanding of his situation or idea. It is not to be confused with *sympathy*, which means feeling the same way the other person feels, or feeling sorrow for him. However, empathy may sometimes be mixed with feelings of sympathy.

Because of the differences in environment, education, attitudes, prejudices, and experiences, every person has his own unique way of looking at things. The effective leader is aware of these differences in dealing with people, and respects their right to their own point of view. You do not have to *like* the other person's point of view, but you should not expect everyone to think exactly as you do.

SELF-CONFIDENCE

Self-confidence is the faith you have in yourself. It gives the leader the inner strength that helps him overcome many obstacles. The fact that his self-confidence is quickly sensed by the group results in their increased confidence and strength. A leader with confidence in himself has pride and poise, and he can make decisions readily.

These seven attributes of leadership are qualities which the Marine Corps JROTC cadet can and must develop in order to be the type of person whom other people will follow. However, attributes alone do not make a leader. What the leader is and what the leader does are of equal importance.

SUMMARY

The personalities of great leaders are so different that no universal pattern of traits can be determined that will guarantee success. Some traits of leadership are inherited, but most desirable traits can be acquired through education and experience. The lesson to be learned from this is that a person with only average natural ability can achieve an above-average degree of success through self-improvement and preparation. This is summed up very well in a passage from the book, *Great Captains Before Napoleon* (U.S. Military Academy).

We cannot create the opportunity for greatness. That either strikes us or passes by. We can, however, prepare ourselves against the event of opportunity finding us unready. Any such preparation cannot help but give greater completeness to that spark of natural ability which may exist within us unknown, perhaps to us or to the world until the call of opportunity demands its expression. Such preparation lies in the fields of self-improvement and calls for a planned expansion of our individual capacity for work through self-discipline and continuous application. No great leader ever lived who achieved greatness through inactivity in mind or body. Their very greatness depended upon their ability to keep in the van. The miracle of birth can furnish no lasting guarantee of success; rather it is developed by training and hard work.

SOME ATTRIBUTES OF LEADERSHIP

Although most, if not all, of the Great Captains of military history are included in the list of leaders below, this is *not* intended to be a listing of great captains in any sense.

It is, instead, an attempt to cite 12 general attributes

	HANNIBAL Carthage 249 183 B C	ALEXANDER THE GREAT Macedonia (Greece) 356 323 B C	JULIUS CAESAR Rome 100 44 B C	FREDERICK THE GREAT Prussia 1712 1786	NAPOLEON BONAPARTE France 1769 1821 Napoleon was a different man after 1808
CHARACTER: (including integrity)	Simple, pure of motive, self-contained.	Purposeful, perceptive, friendly, sympathetic, understanding, generous, but bad-tempered.	Ambitious. Had much nervous energy, yet great patience. Both ruthless and magnanimous.	Magnificent personality, of great integrity but autocratic and ruthless.	Of great character. Fiercely vital, full of energy, impatient.
PHYSICAL STATURE AND COURAGE:	Self-reliant, courageous, had great stamina.	Hardy, courageous, very handsome man.	Great personal courage, tough and bold in battle. Great endurance and self-denial.	Great courage, brutal in battle.	Unimpressive, small physical stature. Penetrating glance, however, reflected tremendous confidence that cowed people. Tremendous courage in battle.
ADAPTABILITY:	Adapted tactics to terrain (preparation of *trap* in defile at Trasimene in 217 B.C.)	Had keen instincts, was able to adapt plans to meet most situations. Perceptive (use of ruses at the Hydaspes 326 B.C.).	Quite adaptable in warfare. At battle of Pharsalus, 48 B.C., he adapted his tactics to use flanking movement and reserves against mass frontal assaults.	Was able to adapt tactics to meet situations as they developed. Example—his penetration of enemy forces at Prague.	Was able to adapt tactics to situation existent until 1808 when he became overly suspicious of his subordinates, and his peninsular campaign collapsed from his inability to adapt.
KNOWLEDGE:	Is called the "father of strategy." Learned from his father and uncle.	Keen student of Aristotle. Excellent schooling under his father, Philip II of Macedonia.	Well educated. Actually not prepared for military leadership, but applied general knowledge and common sense with perception.	A keen student of history. Studied wars of the past.	Great intellectual power — genius unfulfilled.
CONSIDERATION:	Keen knowledge of human nature, unselfish.	Knew men, was generous and friendly, but quick of temper.	Took care of his men. Inspired them to devotion, but was a strong disciplinarian. Had high morale.	Absolute and harsh, brutal disciplinarian. Contempt for common soldier. Protected officers as the elite of the land.	Fluctuated with his temperament, but did invoke devotion among his subordinates.
DECISIVENESS: (initiative)	Made decisions, then planned well to fulfill them (his tactical victory at Cannae, 216 B.C.).	Very quick and decisive (exploitation of gap in Persian line at Arbella, 331 B.C.).	His quick decision at Pharsalus, 48 B.C., to hold reserves for crucial employment defeated Pompey. Generally took the initiative.	Decisive. Use of cavalry at Battle of Rossbach, 1757, is an example. Always tried to take the initiative.	Positive and decisive. Took the initiative, always.
DETERMINATION:	Iron resolution, indomitable will. (Shown during crossing of Alps, and later at Cannae, 216 B.C.)	Ambitious, purposeful.	Indomitable will, audacious and bold, coldly calculating.	Aggressive and bold. Example—resolution displayed at Battle of Prague, and later efforts to force enemy into combat.	His great determination eventually led to his defeat when he steadfastly, but with poor judgment, kept troops in Russia.
JUDGMENT:	Circumspect. Correctly evaluated intent and ability of enemy. A good example of this is his tactical victory at Cannae.	Keen instincts, perceptive, excellent judgment.	Displayed fine judgment in handling troops and in gauging strengths and weaknesses of the enemy.	Good in battle, but harsh treatment of soldiers led to desertions from the army. This hampered Frederick.	Selected poor subordinates. Stressed loyalty above ability. Failure to grant subordinates more authority reflected poorly on his judgment. Fantastic intuition.
ORGANIZATION AND MANAGEMENT:	Great organizer and manager (crossing of Alps is a prime example).	Developed and properly used the first really balanced army.	Outstanding. Organized camp life to high degree. Great believer in drill.	Excellent for the time. Had strategically located supply depots for use of his marching army.	Centralized authority. Failed to delegate authority or give initiative to subordinates.
EARLY EXPERIENCE: (professional growth)	Some under his father, then uncle Hasdrubal.	Very little. Became king and commander at age 20.	Virtually no experience as a military leader until he became consul.	The Silesian Wars, 1740-1745.	Virtually none as a leader of men.
CONFIDENCE:	Modest, but assured of own ability.	Autocratic, self-assured.	Near egotist.	Autocratic, self-assured, bordered on stubbornness.	Supremely egotistical, yet needed assurance at times.
DEDICATION:	To the defeat of Rome.	To domination of known world, glory of Macedonia, Greece and Alexander.	To world conquest, and glory of Rome and Caesar.	To Prussia.	To France and self.
OUTSTANDING ATTRIBUTE:	Ability as a strategist.	Vision, superb instinct for warfare.	His persuasiveness coupled with an omnipotent display of power.	His daring and steadfastness.	His military genius.

of leadership and show how each of 11 great leaders of the past fit each attribute.

Leadership is so great a subject, and there are so many intangibles, that the final word will never be written. Competence, for instance, must be considered with opportunity and spirit; and many attributes overlap.

Thus certain traits will be found listed in several columns. The information contained in this chart was gleaned from the writings of professional military men and professional military historians.

GEORGE WASHINGTON Colonial (U.S.A.) 1732-1799	ROBERT E. LEE Confederacy (U.S.A.) 1807-1870	ULYSSES S. GRANT Union (U.S.A.) 1822-1885	JOHN J. PERSHING World War I (U.S.A.) 1860-1948	HENRY H. ARNOLD World War I, World War II (U.S.A.) 1886-1950	DOUGLAS MACARTHUR World War I, World War II, Korea (U.S.A.) 1880-1964
Strong magnetic personality. Patient, realistic, aloof, persistent. Great integrity.	Gentle, neat, courteous, kind, patient, of magnetic personality, sensitive, great integrity.	Sloppy of mien and dress, but of great character controlled by a tremendous will. Great moral strength and integrity.	Sensitive, kindly, sympathetic, ambitious, energetic, zestful man of culture, friendly manner and personal charm, of great integrity.	Farsighted, friendly, courteous, great integrity.	Strong character, cool and aloof, yet a magnetic personality with great integrity.
Large, impressive man. Physically strong. Great energy, drive and courage.	Impeccable figure of a leader. Brave and courageous in battle.	Unimpressive, squat stature. Brave and courageous in battle.	Tall, straight, well-built, handsome, rugged in combat. Great courage.	Good military appearance.	Epitomized the leader. Cour brave, courageous in the face of great odds.
Extremely adaptable as ability to meet exigencies of the Revolution attest.	Adapted well within the Jominian concept of war. Never did adapt to the total war concept.	Quickly adapted to situations. This capability is particularly evident in the Wilderness Campaign as well as in his strategy at Vicksburg.	Extremely adaptive. Had to adapt own person and tactics to meet many and varied situations. Moro warfare in Philippines. Indian warfare. World War I. Border war.	Highly adaptable. Devised new forces, new training programs in face of great emergency and rapid need.	Quickly adapted sound strategy to the geographic and logistical nature of the war in the Pacific.
Intellectually capable, not great. Did read about warfare, tactics and strategy.	A West Pointer. Student of history. Devotee of Jomini. Was brilliant scholar.	A West Pointer, but not a scholar. Great common sense brilliantly used. Was the first great modern general.	A West Pointer who put theories learned to good use. A true professional who learned from every experience.	A West Pointer who grew with airpower. Recognized preeminence of research as first essential of airpower.	West Pointer. A brilliant student of warfare. Had superior military genius.
Highly devoted to men. Led by example as well as by decree.	Extremely considerate of his men and civilian populace. People were devoted to him. Highly respected.	Commanded the respect of his men and was considerate of them in spite of stories to contrary.	Unusual understanding of people. Could be the grim disciplinarian, yet was kindly and sympathetic. Earned the respect of his troops, yet some say he never understood the citizen soldier.	Friendly, considerate, respected by subordinates.	Outward consideration was generally ex post facto. His aloofness and coolness probably concealed a greater concern.
Was decisive after a few poor decisions early in the war. His decisions later were near faultless. Was bold and audacious, yet cautious.	Very decisive, bold and audacious, as his two campaigns into the North attest.	Very decisive as indicated by his decision to penetrate the South at Vicksburg and his constant attack on Lee's military force in the east.	Rarely erred strategically, was decisive in battle and in administration of support units.	Demonstrated when he backed Doolittle raid of Tokyo, and daylight bombing by Eighth Air Force.	One of most decisive leaders of all time. The decisions he made led to greater gains in the Pacific than expected. Sought the initiative.
Tireless, strong-willed. His determined effort saved the war for the Colonies. Very patient.	Very determined as his continued attempts to capture Washington attest, but was willing to compromise in the interests of general good.	Tenacious, tireless worker. This quality is displayed at Vicksburg and the Wilderness. Tremendous will.	Great initiative and fortitude. Fought for own ideas of organization and operation during World War I. Used own tactics in face of opposition in the Philippines.	Shown in his tireless effort to get right combination of doctrine, men and weapon systems with which to win the war.	A tireless strategist who evidenced unbelievable determination in his entire effort in the Pacific Theater during World War II.
Showed excellent judgment after first few battles.	Displayed excellent judgment in conduct of tactics and strategy. Nearly always made correct evaluation of enemy. Showed lack of judgment by inability to understand total war.	Nearly infallible during his career as a general officer. His correct evaluation of the objective, Lee's army, was outstanding.	Demonstrated many times as good. Clinging to his sense of the objective in the Argonne Forest is perhaps best example of his fine judgment.	Chose excellent subordinates. Fought for daylight bombing.	Generally excellent. During World War II he bitterly opposed the national policy of winning the war in Europe first. Openly defied President Truman during Korean conflict.
More of a manager, but recognized the organizing ability of others. Thus appointed Von Steuben to drill his army.	Never grasped the relationship between military and civil authority. Thus his management of forces suffered.	Quickly understood Lincoln's strategy. Established a chain of command and delegated authority with responsibility.	Remarkable. Had to organize and manage forces for various types of warfare. Was successful in all cases where he had command.	Led Air Force through World War II. Army Air Corps, Army Air Force stages toward U.S. Air Force status.	With only a small percentage of the Nation's supplies and manpower he led the Allies to victory in the Pacific.
French and Indian War	Mexican War. Frontier Wars.	Some early experience, but was never successful as an officer until recalled to duty during the war.	Indian warfare. Spanish American War. Philippines. Mexican Border.	World War I. Between wars as an airpower advocate and as chief of the Air Corps.	World War I. Was chief of staff. Military Department of the Philippines.
Sober, humble, yet self-assured and extremely ambitious. Sought honor.	Self-confident, yet a man of deep humility.	Self-assured, morally realistic, of great common sense.	Self-disciplined, self-developed, self-assured. Ambitious.	Self-assured, possessed of good common sense and sense of reality.	Supremely self-confident.
To independence of the Colonies.	To the South and its people. To his military profession.	To winning the war and preserving the Union.	To his profession and country.	To airpower and its position as a dominant force in war and peace.	To his profession and country.
Ability to grow with experience.	Ability as a defensive strategist.	Ability to understand total war concept.	His ability to grow with each new demand.	His ability to provide leadership for old advocates of airpower and guidance for newcomers in a time of grave emergency.	His military genius.

ALEXANDER THE GREAT

No discussion of leadership would be complete without mentioning Alexander The Great of Macedon. His story of generalship and conquest is unmatched in history. Alexander was born in 356 B.C., son of Phillip II of Macedonia. From his youth he was groomed to succeed his father, whose organizational genius had built the most efficient army that had ever been assembled on the continent of Europe. Young Alexander was a handsome lad who excelled in athletics and the manly arts of the soldier. As further preparation for leadership, he was sent to Aristotle to be steeped in Greek culture. This training was to be a strong influence on his driving ambition to unite the world under Greek civilization and thought.

Upon the death of Phillip II, Alexander donned the white-plumed, golden helmet of his father, and at the age of 20 set out to fulfill his father's dream and his own ambition: to reconcile all of the known world into one great brotherhood under Greek influence and domination of the Macedonian king. Having consolidated his position at home, Alexander crossed the Hellespont in the spring of 334 B. C. with an expeditionary force of 30,000 to 40,000 foot soldiers and 5,000 horsemen. He would be facing the Persian king, Darius, whose vast army was estimated at one million. With dispatch, Alexander conquered Asia Minor and secured the Eastern coast of the Mediterranean. He then marched on across the Nile to subdue Egypt, establishing a firm economic base there. Bridging the Nile again in 331 B. C., he marched back to Tyre to begin his conquest of Persia.

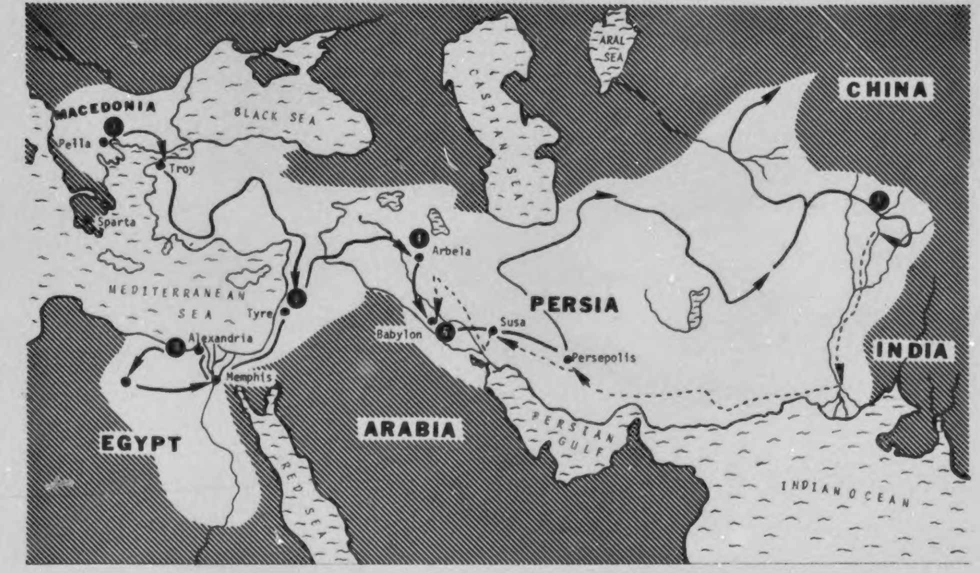
In the decisive and historic battle of Arbela, Alexander led the charge of heavy cavalry into the mass of the Persian army, heading his own mount straight for the Great King, Darius. Despite the superior numbers of the Persian army, which was reinforced with 15 elephants and 200 scythe-bearing chariots, the Persians were routed and soundly defeated by the relentless pursuit of the Macedonians.

Darius escaped the battle, and his capture remained Alexander's objective. In the process of pursuit Alexander captured Babylon, Susa, and Persepolis, only to learn that Darius had fallen to the sword of a traitor. Alexander's political goal was attained. By right of the sword, he had himself proclaimed the Great King.

His campaigns led him to India where his cadre of Macedonian officers grew weary of the quest, and demanded that they return home. Reluctantly, Alexander turned back to the west, but he was not to see Macedonia again. His magnificent physique, weakened and scarred by many wounds, fell to the fever of malaria. He died at Babylon in the spring of 323 B. C., at the age of 32.

In 11 years Alexander had conquered all of the known world, establishing colonies and city-states along the way to consolidate his gains. With no adult son to succeed him, Alexander's kingdom became divided upon his death, but his influence was felt for many years, and traces of it remain today.

Alexander's exploits would be monumental in any age, but for his time his accomplishments are almost beyond belief. What were the factors that gave him the power not only to command the loyalty of an army for 11 years of


MACEDONIA
Pella
Troy
Sparta
BLACK SEA
CASPIAN SEA
ARAL SEA
CHINA
MEDITERRANEAN SEA
Tyre
Alexandria
Memphis
Arbela
Babylon
Susa
Persepolis
PERSIA
INDIA
EGYPT
ARABIA
RED SEA
PERSIAN GULF
INDIAN OCEAN
① Alexander born 356 B.C.
② Siege of Tyre 332 B.C.
③ Founded Alexandria 332 B.C.
④ Defeats Darius 331 B.C.
⑤ India Campaigns 327-326 B.C.
⑥ Alexander Dies 323 B.C.
ROUTE of CONQUEST
ROUTE of RETURN
0 200 400 600
scale of miles

THE EMPIRE OF ALEXANDER THE GREAT

campaigning, but to gain support of the people he had conquered—even the affection of the mother of Darius, whom he sought to destroy? There must have been a spark of genius within him, but there were also many visible factors that contributed to his greatness. He was, first of all, physically strong, with the strength and physical courage to lead his men in battle. His super-self-confidence inspired his men, and each victory added to their attitude of invincibility. His enthusiasm in pursuing a well-defined goal gave him purpose and drive. Although he could be ruthless in battle, he had many human qualities that endeared him to his followers, and he was generous in sharing the fruits of victory with his men. His early training and education must have been important factors. Without the ability to think and organize, skills that he learned at the knee of Aristotle, his feats would not have been possible. The story of Alexander of Macedon is a fascinating one which can only be modestly told here, but it is a story well worth studying for the lesson it teaches in the power of dynamic leadership.

COVER
TIE
TIE CLASP
BRASS
MILITARY ALIGNMENT
TROUSERS
SHOES

A cadet's attitude and discipline are often reflected in his habits of dress and conduct.

CHAPTER 12

ATTITUDES AND DISCIPLINE

Attitude and Discipline are two important parts of the foundation of the JROTC. Without a positive attitude on the part of the cadet and without a certain amount of discipline instilled in each individual in the program the Junior ROTC could not succeed. One principal goal of military training of any kind is to develop good individual attitudes and instill disciplined behavior among those being trained.

Because the terms "attitude" and "discipline" are vague and general, they are difficult to discuss and easy to misunderstand. To give evidence of how attitude and discipline can affect a military unit, let's look back to an American Army Division in France during World War I. The place was St. Aignan-sur-Cher and the division's situation was abominable. The men were suffering terrible privation, and too many of their officers were indifferent to their needs. Many of the men had been battle casualties. Some had been discharged from hospitals before their wounds were healed. The camp was short of firewood and other supplies. In freezing weather, men were sleeping on the ground with only a pair of blankets apiece. The death toll from influenza, pneumonia, and the aggravation of battle wounds rose daily. Despair over these conditions began to express itself in semiviolent form. Every fresh breach of discipline was countered with harassing punishments, until an air of stagnation hung over the whole camp. The attitude of the men had reached its lowest ebb.

It was at this time that Gen. John J. Pershing happened to visit the base. The men refused to form for him. When he tried to address them at a mass meeting, they wouldn't hear him out. Instead of taking any action against the men, Pershing sent for Gen. Paul Malone to take command of the base.

The new commander arrived without any instruction except to determine what was wrong and correct it. With soldierly instinct, he recognized that the lack of discipline in the camp was an effect and not a cause. But even as he gave orders for relieving the physical distress and improving the attitudes of the men, he demanded that they return to orderly habits.

General Malone walked around the base. Already, on his order, duckboards were being laid through the mud, and the whole physical setup was in process of reorganization. The men, grown listless from weeks of mistreatment, paid no heed. "Get on your feet! I'm your general. I respect you, but I want your respect," were his words. Soon, as conditions in the camp improved, the attitudes of the men improved. Keeping a firm hold on the discipline, Malone had done a great deal to better feeling in the camp. Within 48 hours the physical condition of the camp took on a new look, and 60,000 men were again doing their duty and conducting themselves in a military manner.

The message from this story is clear. Attitude and discipline are two key factors affecting the efficiency of an organization. If members of a group have positive attitudes and are well-disciplined, they will perform their individual functions at their best. This is true in a factory, in business office, or in an organization like JROTC. For this reason we devote an entire chapter to attitude and discipline. We hope that you will be a better member of your unit after reading about attitude and discipline in the JROTC.

ATTITUDE

You may have heard around school, perhaps after a basketball game, perhaps after a drill session, someone comment: "Jim has a fine attitude," or "Bill can't succeed because he has a negative attitude." Do you ever wonder exactly what this means? Why is a "good attitude" accepted as an essential quality for success in practically every activity?

Attitude is really a simple condition. Your attitude is your state of mind which lies behind everything you do. Every move you make, every appearance you give, is a result of the general state of mind you bring to bear on the business of living. Some sort of attitude lies behind all your activities. The nature of your actions and often the success or failure of your activities are determined by the nature and quality of your attitude. Attitude, then, is your personal philosophy of life as you express it in your actions. It is the frame of mind in which you view yourself, your work, and other individuals.

Fortunately in some cases, unfortunately in others, any type of attitude is contagious. It is possible to put one man into a basketball game and have him immediately buoy up the attitudes of the whole team. Regardless of how far the team is behind, the man's hustle and drive, resulting from a positive attitude, can perk up the team's effort. Conversely, a lazy, effortless man on a team can slow down all of the players. A negative attitude is just as contagious as a positive one.

It should be obvious that you cannot conceal your attitude. Anyone who can see the expression on your face, hear the tone of your voice, or read what you write can get a good idea of the type of attitude you have. Within a week of the beginning of your first class in the program, your Military Instructor can determine the type attitude you have. He can tell by the way you salute, the way you tie your tie or the amount of effort you put into shining your shoes. He can tell by the way you prepare for class, the score you get on a quiz, or the manner by which you address him. In short, your instructor or anyone else can tell fairly accurately how you feel about what you are doing by watching you.

YOUR ATTITUDE AND JROTC

The JROTC is built around the individual. Every person in the program is a key to the success of the entire unit. If your attitude is good you will be doing your share in the cooperative operation of the JROTC. But if your attitude is poor and you fail as an individual to meet specified JROTC goals, you can easily jeopardize the whole operation. There is no way to get around the importance of the individual's role in a unit's success. As we have shown, the best way to insure individual effectiveness is to maintain a positive attitude toward every aspect of the JROTC Program.

It is especially important that you have a positive attitude whenever you assume a leadership role. When you are in a position of leadership, your attitude will be reflected in your subordinates. If you are in any type of supervisory role, be especially careful that you express only a positive attitude. Otherwise group efficiency will fall to the level of the attitude you display, and all initiative, sound judgment, and good work from your men will be stifled.

How can you develop a proper attitude toward Marine Corps JROTC, its requirements and procedures? We think the key to a good attitude lies in understanding. You must try to understand the reason behind the JROTC activities and requirements. For example, if you think that the requirements of saluting, keeping a good appearance, and drill are devised to harass junior cadets, you are not apt to develop a good attitude toward the program. If, however, you understand that these are necessary steps in your leadership education that have been thought out and tested over years of experience, you will be well on your way toward forming a positive attitude in the Marine Corps JROTC. If you develop and display such a positive attitude, your chances of success in the JROTC Program will be greatly enhanced.

DISCIPLINE

The word "discipline" comes from the Latin, "disciplina," meaning teaching or training. The word is still used to indicate a special branch of instruction, but more often it means "training to act in accordance with a set of rules." Since you were a child you have been subject to rules for your conduct and behavior. There are rules set by your school; there are laws that are established by the state and municipality; and there are unwritten rules that are accepted by the society in which we live. Your conditioning or training to act according to those rules is part of your discipline.

MILITARY DISCIPLINE

In a courtroom where a Korean combat veteran was being tried on charges of maltreating trainees, a captain sadly recalled an incident which shows the critical importance of strict discipline. One night he saw four infantrymen warming their hands around a fire. An enemy shell burst many yards out in front of the fire. He knew from experience that the next round would be on target, and he shouted to the men to take cover. They looked at him but did not move. He was not one of their officers, so they ignored him. Only seconds later an enemy shell smacked into the fire and the rest can be left unsaid. The captain pointed out that the men's only chance would have been to obey the command the moment it was given. In such a case, obedience has to be an automatic act, achieved only through discipline.

Most people do not understand the real meaning of military discipline. They associate it with harshness, regimentation, undue severity, and restrictions. In fact, the popular conception of discipline is that it is something found only in the military service and that it is arbitrary, unpleasant, and sometimes downright unreasonable. Some people do not understand the reasons for discipline in the military. They do not realize that military organizations have specialized educational and training needs which are uncommon in civilian institutions.

Discipline is not necessarily rigid, overbearing, or exhausting; on the contrary, it should have a minimum of these qualities. If it is thought out and administered intelligently, discipline is welcomed instead of resented.

Properly identified and understood, military discipline does not differ in many ways from various types of civilian discipline. There are differences between civilian and military discipline, of course, but there are sound reasons to account for them. First, we must understand that it is the basic function of the military to protect the country. This is serious business. The Marine Corps, for example, is organized, trained, and equipped for prompt deployment, anywhere on the globe upon order of the President. This responsibility means that members of the Marine Corps must be trained to carry out that mission unhesitatingly and efficiently. War is a matter of life and death; most civilian events are not. Therefore, civilians often do not see the need for such strict discipline.

A second important difference between discipline in the Marine Corps and in civilian occupations is this: in civilian life, if a person is dissatisfied, he can quit his job and find another more to his liking; if the military officer or enlisted man objects to his job or some requirement of it, he cannot quit and go to another job or duty. If he resists, sulks, or becomes indifferent, other members of his unit will be affected. The performance of military duty is not just a personal problem. One man's behavior may affect United States security. For this reason, undisciplined actions in the military service are classed as misbehavior and are subject to punishment.

Third, during emergencies, when discipline is most needed, Marine Corps deployments often place a mental and physical strain on everyone concerned. Marines may be separated from their families, their dearest possessions, or many personal satisfactions. This may lead to temptation to shirk responsibilities and avoid duty. Unless the spirit is strong enough to keep each man doing what he is assigned to do, confusion or perhaps disaster may result. The discipline required here is seldom necessary in civilian positions.

DISCIPLINE AND JROTC

We have seen why discipline is needed in the Marine Corps, and how in some ways it differs from the discipline that civilians practice, but what about discipline in the JROTC? What is the purpose behind this discipline, and what is the use of spit-shined shoes, saluting, inspections, and drill?

There was a time when drill was absolutely necessary as training for war. When armies marched and maneuvered in mass, close order drill was an essential combat requirement. Obviously, conditions which necessitated close order drill have all but ceased to exist, and close order drill is seldom used for mass movement of men except in training or in ceremonies. Nevertheless, close order drill still has its place in the military service. It is used to teach the basic principles of discipline, and leadership. Drill, along with uniform dress, respect for seniors, pride in appearance, and the other requirements of the JROTC, gives you basic military training in several ways.

First, these requirements teach cadets to act in unison. By dressing alike and marching in formation, a cadet really begins to feel a part of something larger than the individual. He begins to get the idea that he is a member of a team. The effects of a mistake by a single member of the team are nowhere more apparent than on the drill field when one individual takes a wrong turn and marches off at an acute angle to the others. Learning that the individual is a vital member of the team is indeed basic to Marine training.

Second, drill teaches individual cadets to respond instantly and subconsciously to a word or command. Close order drill teaches the cadet to react like a disciplined Marine. If you are marching with a platoon and you execute a right flanking movement when the command called for was for a left flank, it will mean little more than embarrassment and perhaps a ruined shoeshine. But if you were flying on the left wing of a flight of jet aircraft, and you bank to the right when the flight leader quickly orders you to bank left, it could mean a great deal more than embarrassment. It is for situations like this that you are developing discipline.

A third reason for the uniform, drill, and the common responsibilities shared by all cadets is that they instill a feeling of fellowship which we call *esprit de corps*. Realizing that the ability of the group depends on his own performance and that his own performance is judged by that of the group makes a cadet feel part of a team working toward common goals. Thus *esprit de corps* raises individual morale and fosters teamwork within the unit.

INSTILLING MILITARY DISCIPLINE

Military discipline is not instilled in a unit by merely dictating orders and directives for the behavior of troops. The discipline of a military unit depends upon group interaction between the unit and its leader. Major General John M. Schofield, in an address to cadets at the United States Military Academy on 11 August 1879, had this to say about military discipline:

> The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and give commands in such manner and such tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

Marine Corps discipline, then, is an extension and adaptation of the discipline you have experienced throughout your life. Just as in civilian life, the Marine Corps exists on disciplined behavior. It is the disciplined actions which bring rewards and the undisciplined actions which bring punishment.

REWARD AND PUNISHMENT

In order to maintain good order and discipline in a military organization, or any other highly organized group that must operate under stress or danger, it is necessary to have a system of rewards and punishments. The best motivation of the group can be gained by rewarding those who perform in an outstanding manner and punishing those who perform in an unsatisfactory manner. However, these rewards and punishments must be administered in a fair and consistent manner.

Rewards. A reward is something of value that an individual receives as a result of his performance. When a person is rewarded for a certain behavior, he is likely to repeat that behavior in expectation of further rewards. Others who observe the behavior and reward are also encouraged to behave in a way that will earn them similar rewards. A leader may reward his men by praise or recognition, or he may reward them with something tangible such as money or prizes. Military leaders may reward their men with decorations, commendations, or promotions. A decoration or commendation is of value because it increases the prestige or status of the recipient.

A reward is a more positive way of motivation than punishment, because it reinforces and emphasizes proper conduct or performance. The reward system does have some drawbacks, however. If rewards are given too often, they may come to be considered as bribes. The group may then place little value on the reward, but will expect it as their due for routine performance of duty. The best way to use rewards as motivators is to give them only occasionally, and then only for conspicuous and exceptional performance of duty.

Unpromised and unexpected rewards are generally more effective in motivating individuals to continued high performance in the future than promised rewards. If a reward is promised for a particular task, it may be effective in motivating someone to do that task, but it will not have much effect on future tasks.

When a reward is given, it deserves public recognition. The person who receives a reward wants others to know about it because it enhances his status and satisfies his need for recognition. Public recognition of rewards also serves to inspire others to better performance.

Punishment. Punishment may be thought of as the opposite of reward. It consists of some kind of penalty that is imposed upon an individual because his behavior is unsatisfactory or fails to meet established standards. Punishment is a negative form of motivation. It indicates errors that are to be avoided. Individuals are motivated to avoid a particular behavior in order to avoid the punishment. For punishment to be administered with justice, it is necessary that the standards of performance are known beforehand, as well as the nature of the punishment. It is unjust to punish a person for something that he did not know was wrong.

One of the disadvantages of punishment as a motivator is that it will seldom encourage a person to more than the minimum standard required to avoid the punishment. It is not likely to inspire someone to exceptionally high standards. It is also difficult to set the minimum standards of performance to avoid punishment. All people are not of the same ability, and it would be unjust to punish a person who was doing his best, but still could not achieve the minimum standard. Another disadvantage of the punishment system is that it is based on fear, and fear may have an undesirable effect on the person who is being punished. It is known, for example, that fear restricts a person's learning ability, so it would appear that punishment is not a good motivator in a learning situation.

In administering punishment, the leader must also consider the effect that the punishment will have on the group as well as the individual being punished. The only justification for punishment is to motivate the individual or group when other methods have failed. The purposes of punishment are: to prevent a repitition of the offense by the offender, to deter a similar offense by another individual, and to maintain group standards of discipline. Punishment should never be administered out of anger or personal animosity toward the person being punished.

BENEFITS OF MILITARY DISCIPLINE

Practically everyone will agree that military discipline is necessary during the stress and danger of combat, but there are more and more people, civilian and military, who think that military discipline should be relaxed in the armed services in peacetime. The Marine Corps, however, thinks that military discipline, properly maintained, has benefits that are just as important in peacetime as in wartime. In fact military training has long been considered good preparation for leadership, even for those who do not plan to follow a career in the military service. This kind of training is especially valuable during your high school years when you are forming the attitudes and habits that will determine largely the kind of person you will be as an adult. In the words of a leading business executive who served in the Marine Corps:

> What the Marine Corps teaches is valuable in all of life. Responsibility, discipline, self-control, self-reliance, accuracy, modesty, inventiveness, enthusiasm, decisiveness, devotion to duty are the firm pillars upon which the Marine Corps has been built.

You will notice that the emphasis is on personal qualities. One of the aims of discipline in the Marine Corps is that it will be the beginning of self-discipline.

Military discipline itself is based on self-discipline. Regardless of the system of rewards and punishments, a military unit or any other group will have discipline only if the individuals in the group display self-discipline.

SELF-DISCIPLINE

In a free society, much of what we do is not covered by rules. We have a lot of freedom to behave in a manner which is satisfactory to us. As you mature and grow into adulthood, you are expected to assume more responsibility for your actions and depend less on rules established by your parents and school. There is a lot of emphasis today on "doing your own thing." There is much that is constructive about this self-determination of our actions. No one knows better than the individual what is more satisfying to him in work, study, or recreation, but there are some dangers in "doing your own thing." The absence of rules or controls by parents or society means that a person must be responsible for setting his own rules so that they are not in conflict with the rights of others or the accepted standards of an orderly society. An individual's personal rights end precisely where another's rights begin. There is also the danger that a person's behavior might not be in his own best interest when considered over the long run, especially if the person is inexperienced and does not have any positive goals for his future. That is why it is important to learn the value of self-discipline at an early stage in life.

Self-discipline is how you condition yourself to behave according to your own set of rules without having rules imposed upon you. Without self-discipline you will find yourself doing only the things that are pleasing to your senses, and neglecting some other things that are not as pleasant but are much more important to your future success and happiness. Self-discipline does not mean self-denial, however. Rather than getting less enjoyment out of life, the person with self-discipline tends to get more fun out of life because he gets more done. He is able to do his school work and household chores in less time, and has more time to do the things he enjoys most.

You should think of self-discipline as a positive force in your life, not as something that is restrictive. Do not think of it as a set of rules that tell you what not to do, but rather a set of rules that tell you what you must do to reach important goals in your life. Instead of saying "I will not sleep late in the morning," say "I will get up in time to eat a good breakfast so I will be alert in class. This will make it easier to pass my final exam." By self-discipline you can organize your life so that you accomplish things in the order of importance that you place on them.

PERSONAL HABITS

The best way to judge your self-discipline is to make an inventory of your personal habits. If there is anything in your daily routine that is interfering with the achievement of important goals, then you have room for improvement of self-discipline. This inventory should be a personal thing, but the following list of questions will help you to start your own personal inventory.

1. Do you have a certain time that you go to bed on school nights so that you will awake refreshed, alert, and ready for a productive day?
2. Do you take care of your clothes by hanging them properly when you take them off? Do you keep your shoes shined?
3. Is your room neat and orderly?
4. Do you keep your school locker neat? Do you take soiled gym clothes home to be washed frequently?
5. Do you prepare your homework before you start other projects or activities that are less important?

6. Do you make it a habit to maintain good posture?

7. Do you make it a habit to brush your teeth after eating?

8. Do you adhere to a regular physical fitness program?

9. Do you make it a matter of policy to arrive on time for classes, meetings, and appointments?

10. Do you strive to use proper speech and diction at all times?

If you can answer "yes" to most of those questions, you can take pride in being well above average in self-discipline. If you cannot answer "yes" to more than half of the questions, you have a lot of room for improvement. Most of us do.

Self-discipline is largely a matter of habit. When we repeat a behavior over and over in the same way, we develop a habit of doing it that way and will continue to do it that way, even if it is incorrect. If we develop bad habits, we will continue in those habits until we make a conscious effort to change them. When you make your personal inventory, try to identify any bad habits that you have. Write these habits down, and consider how you would like to change them. Then make a list of good habits to replace the bad ones, with reasons why each good habit would help you achieve some goal that is important to you. Arrange them on a list in order of importance, and beginning with the first one, make a conscious effort to improve that particular item until you have replaced the bad habit with a good one. It may take several weeks, but keep at it until the habit becomes a part of your daily routine. It will help to make a resolution card to carry as a reminder. Place others where you will see them from time to time during the day. When you have successfully adopted the new and improved habit, you may go on to the next one on your list, and so on until you have completed your list. Don't forget to list the reasons for adopting each new habit, and relate those reasons to some goal that you want to achieve. Unless you have a reason to change your habits, you will not have much success.

INDIVIDUAL CONDUCT AND RESPONSIBILITY

If you are a leader, others will look to you for examples they may follow or, conversely, use to excuse their shortcomings. Your individual appearance and conduct will affect not only other cadets in your unit, but non-cadet students as well, especially the younger students. You will want your appearance and conduct to inspire pride, respect, and a desire to meet the standards you set. You should also strive to set high standards of scholarship and attention to duty as a cadet. It is your responsibility as a JROTC cadet to set an example of leadership in your school. Observing rules set down by your parents and teachers will be a good guide for your personal conduct, but the following list outlines some further responsibilities that you should assume as a Marine cadet.

1. Be at all times physically fit, mentally alert, well-groomed, and correctly dressed.

2. Master your emotions. A person who is subject to uncontrolled bursts of anger or to periods of depression will have difficulty in gaining and holding the respect and loyalty of others.

3. Conduct yourself so that your personal habits are not open to criticism. Coarse behavior and vulgarity are the marks of an essentially weak and unstable character.

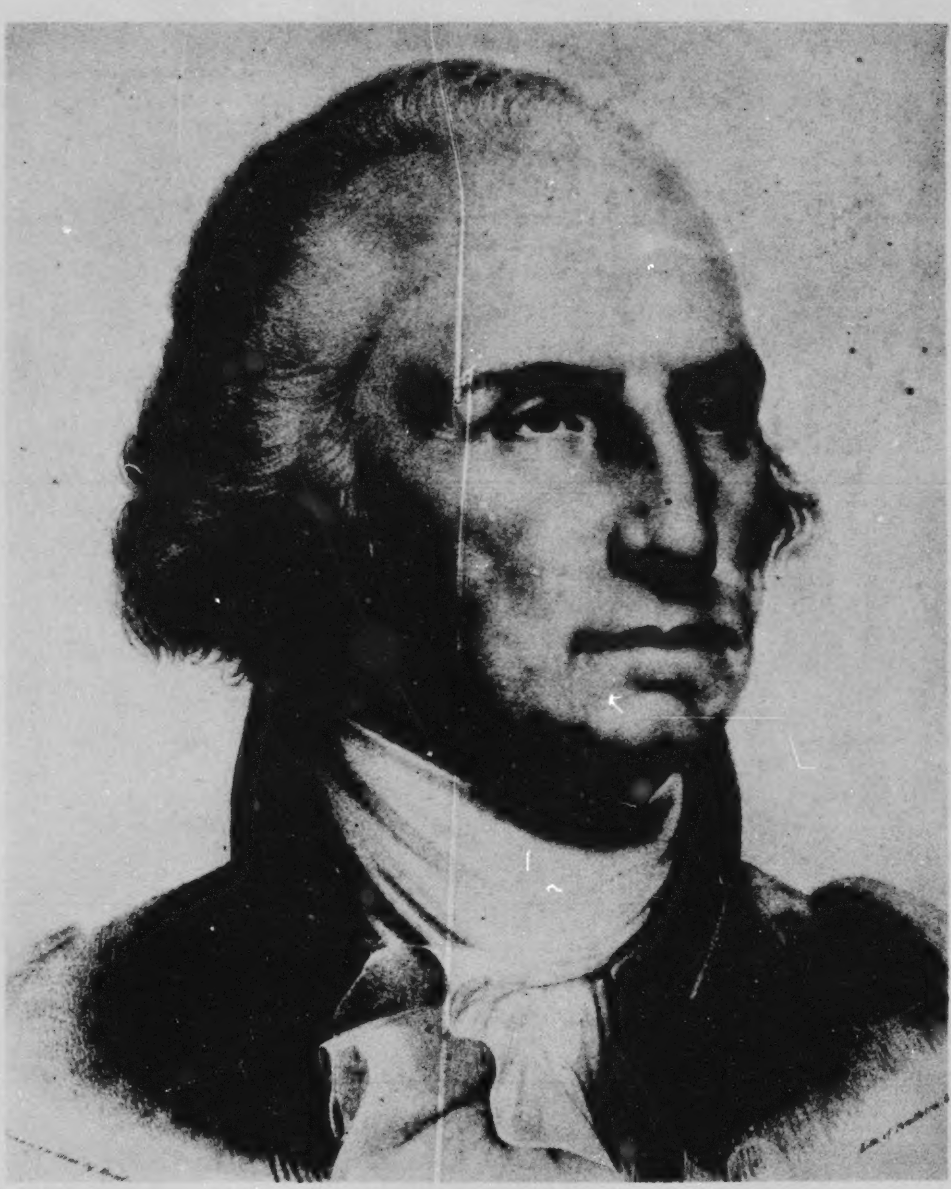
4. Be punctual to get to classes, appointments, and meetings on time. Get school assignments in on time, and handle chores and responsibilities in a prompt manner, without the need for constant supervision.

5. Be responsible for your actions.

Be willing to take the blame for your shortcomings as well as credit for your good deeds. Don't attempt to shift blame for your own failings to someone else. If you are wrong, don't be afraid to admit it. Everyone makes mistakes, but in order to benefit from our mistakes we must be able to recognize them. The person who attempts to avoid responsibility for his own mistakes will fail to gain or maintain the respect of his associates or subordinates.

6. Be morally courageous. Stand up for your principles and do what you know is right even if it might bring ridicule.

7. Share the work and hardships. Don't shirk hard work or leave it for others to do. Assume your share of difficult or unpleasant tasks.



George Washington.

GEORGE WASHINGTON

"The father of our country" was born on a farm in Virginia in the year 1732. As a youngster, he learned the trade of surveying and at an early age was made a public land surveyor. Due to some unusual circumstances he inherited the estate known as Mount Vernon when he was just 19, and it was to this place that he returned time after time to take a brief rest from his many public duties.

After becoming a major in the Virginia militia at the age of 21, Washington was chosen by Virginia's governor, Robert Dinwiddie, to be adjutant of the state of Virginia. He accomplished his mission with outstanding ability and success and brought some measure of fame to himself. Later, in the French and Indian War, Washington again distinguished himself for bravery and initiative, and rose to the rank of colonel.

After hostilities were over, Washington married and retired to Mount Vernon, where he became a large-scale shipper of tobacco and an importer of goods from Great Britain. Britain's new economic exploitations of its colonies did not please the young aristocrat, and gradually he was won over to the idea of resistance. When the Second Continental Congress convened in Philadelphia, Washington was appointed Commander in Chief of the American Army. His great sense of responsibility and his humility were indicated by the statement which he made upon accepting the command: "I beg it may be remembered by every gentleman in the room that I this day declare with the utmost sincerity I do not think myself equal to the command I am honored with."

As leader of the American forces, Washington was faced with a lack of supplies, a poorly organized army, and a numerically superior, better-trained enemy. However, he demonstrated time after time that he possessed all the qualities needed in a leader of men, and overcame those handicaps. He was a persevering seeker of knowledge, a collector of factual information. He displayed consistent good judgment and was most tactful in his dealings with others. He administered justice ably, notably in the case of the British spy Andre, and in seeing to it that the American soldiers of the Revolution received their pay from the young government. From his early days as a surveyor through every phase of his career, Washington took the initiative in situations calling for it, and demonstrated courage and endurance throughout all the battles in which he was engaged. He took pride in his own military bearing and that of his troops, and his enthusiasm for the cause of the Colonies was unflagging.

Demonstrating all these qualities, Washington became the most celebrated citizen of the new United States and, in 1789, he was unanimously elected by Congress to be the first President of his country.

ACCENTUATE THE POSITIVE

The unique quality that makes man significantly different from lower animals is his ability to think in abstract terms. Abstract thinking is the ability to recall past experiences, compare them, and make judgments and evaluations that will be useful now or in the future. Alex F. Osborne, in his book, *Applied Imagination*, (Osborne, 1963), lists four mental capacities that are highly developed in the human species:

1. Absorptive—the ability to observe, and to apply attention.
2. Retentive—the ability to memorize and recall.
3. Reasoning—the ability to analyze and to judge.
4. Creative—the ability to visualize, to foresee, and to generate ideas.

The human brain is composed of some 10 billion cells. Its capacity to receive, process, store, and evaluate information is hundreds of thousands of times greater than that of the most sophisticated electronic computer. All of us have much greater mental capacity than we will ever be able to use, but what is more important is *how* we use it. If we use it in a positive, imaginative way, we can achieve goals that exceed even our own wildest dreams. If we use it in a negative way, we will never be able to live up to our full potential for success and happiness.

Consider all the things that we take for granted today that were at one time thought by most people to have been impossible—the radio, the electric light, the telephone, the airplane, television, space travel. Despite the fact that these things were "impossible," there were men with vision, imagination, energy, courage, and confidence who dared to think they could be achieved. This is the essence of "positive thinking."

Despite all of the tangible evidence of the power of positive thinking, it is a commodity which is sadly lacking in many of us. It is lacking because there are many obstacles to thinking positively, and it takes conscious effort to overcome those obstacles. The paragraphs which follow will give you some ideas that will help you to overcome your own blocks to positive thinking and start you on the way to an optimistic, confident, and positive approach to life.

OBSTACLES TO POSITIVE THINKING

Osborne points out that the thinking mind is twofold. It operates on one level to analyze and compare facts, and make judgments; and on another level to be imagining, foreseeing, and generating ideas. We are called upon to use the first level every day. We must make judgments just to survive. We make judgments about what we eat, about crossing the street, and about what to wear. It is estimated that some 100 million stimuli reach our nervous system every second. Most of these are filtered out before they reach our conscious mind, but those that get through the filter into our awareness require us to make some kind of judgment. Many of these stimuli we will choose to ignore, but there are others that require some other kind of decision. If you start to cross the street with the green light, but you perceive a speeding automobile bearing down on you, you will need to make a speedy judgment about which stimulus is best for your health. Because we are forced to make judgments, that part of our thinking is well exercised and tends to overshadow the imaginative area of our thinking. This causes us to turn off our imaginative mind for much of the time.

The habit of hasty judgment that is deeply ingrained in our nature leads us to reject good ideas without giving them careful consideration. This is an obstacle to positive thinking that we must work to overcome. Ideas that appear at first to be impractical or unworkable may prove under closer examination to be just the solution that had been sought. Seek out new and novel approaches to old problems, and be receptive to ideas and suggestions of others. Weigh every alternative carefully before discarding it. These steps will help you to overcome the obstacle of hasty judgment.

Another obstacle to positive thinking is that old habits tend to hinder positive thinking. We are accustomed to doing things the way we always have. This causes us to fail to use or even consider new ideas. We always try the old ways first.

Positive thinking is also hindered by fear of ridicule. We are afraid that others will laugh or poke fun at our ideas. Just remember that people laughed at Columbus for suggesting that the earth was round. They also laughed at the Wright Brothers' early attempts at powered flight. Those who are first to ridicule new ideas are usually those who have no original thoughts of their own.

Another obstacle to positive thinking is lack of enthusiasm. When you pursue new ideas or bold ventures, some disappointments and failures are bound to occur. If you lack enthusiasm, it is difficult to overcome these failures. When disappointment strikes rekindle your enthusiasm.

Another block to positive thinking is the habit of conformity. In our search for acceptance, we tend to behave as others behave or the way we think others want us to behave. The fads in dress, hair styles, and behavior result from our desire to conform to group standards. The habit of conformity causes us to depend on the ideas of others rather than generate ideas of our own. This is not to suggest nonconformity for nonconformity's sake, but you should not let conformity hinder your own creative thinking.

Perhaps the biggest block to positive thinking is self-doubt. Because of fear of failure or fear of looking foolish, we are easily discouraged from voicing new ideas or taking unconventional action. We think that novel inventions and ideas are the work of geniuses or people more brilliant than we. The fact is that many of our great ideas and discoveries come from people with ordinary talents. Most of our fears and doubts are without foundation and can be overcome once we realize that failure is a common experience that everyone has on the way to success.

BECOMING A POSITIVE THINKER

To become a positive thinker you must overcome those obstacles to positive thinking. The best way to overcome them is to overpower them with positive thoughts. The techniques described below have been used and recommended by the foremost authorities in leadership training and motivation. Make an honest effort to practice these techniques in your daily activities, and you will find new avenues of success opening to you.

BELIEVE IN YOURSELF

To believe in yourself, you must acknowledge your own value, worth, and importance. You must also recognize the vast, untapped potential that lies within you. Don't think of yourself in terms of what desirable qualities you lack, but rather the desirable qualities and traits that you have. Use your good qualities to best advantage, and try to develop others. Most people underestimate their own worth. They look around them and see qualities in others that they would like to have. When they cannot measure up to this ideal, they picture themselves as inadequate. Remember that most great accomplishments are achieved by persons of average ability with extraordinary effort. Believe in yourself and succeed.

DEVELOP A POSITIVE ATTITUDE

Thoughts are accumulative, therefore, attitudes tend to be self-reinforcing, with every negative thought contributing to a negative attitude and each positive thought adding to a positive attitude. You can reinforce your positive attitude by cancelling out negative thoughts with positive ones. In the words of the Roman statesman and philosopher, Marcus Aurelius, "A man's life is what his thoughts make it." Remember that negative attitudes tend to hinder performance, but positive attitudes tend to improve performance. Don't worry about what is past. Devote your thoughts to the future. Be optimistic. Always expect the best from yourself and others. Keep doubt from entering your mind by thinking of achievement, success, and victory.

ACT CONFIDENT

The best way in the world to build confidence is to act confident. By acting confident, you will convince others that you are not afraid, and you will convince yourself as well. In his book, "*How to Have Confidence and Power in Dealing With People,*" Les Giblin offers this guide for acting confident.

> Right now, begin deliberately to cultivate a confident manner. Don't mumble your words as if you were afraid to express them. Speak out. Watch your posture. A slumped figure signifies that you find the burden of life too heavy for you to bear. A drooping head signifies that you are defeated by life. Hold your head up. Straighten up your shoulders. Walk with a confident step, as if you had somewhere important to go.
>
> (Giblin-1956)

DON'T BE AFRAID TO FAIL

Fear of failure is one of the biggest blocks to positive thinking. Almost everyone is victim of this ailment at one time or another. To overcome this problem you must remember that failure is not a disgrace. The only people who never fail are those who never try. Thomas Edison had thousands of failures before he perfected the incandescent light, but he didn't stop trying. He knew that every failure was bringing him closer to his goal. If fear of failure is blocking your way to positive thinking, you will be inspired by a story that is related by Frank Bettger in his sales motivation book with the long title, *How I Raised Myself From Failure to Success in Selling:*

> A young man ran for the legislature in Illinois, and was badly swamped.
>
> He next entered business—failed—and spent seventeen years of his life paying up the debts of a worthless partner.
>
> He was in love with a beautiful woman to whom he became engaged—then she died.
>
> Re-entering politics, he ran for Congress, and was badly defeated.
>
> He then tried to get an appointment to the United States Land Office—but failed.
>
> He became a candidate for the United States Senate—and was badly defeated.
>
> Two years later he was defeated by Douglas.
>
> One failure after another—bad failures—great setbacks; but in the face of all this, he kept on trying and became one of the greatest men in all history.
>
> Perhaps you have heard of him. His name was Abraham Lincoln.
>
> (Bettger, 1958)

REPLACE NEGATIVE THOUGHTS WITH POSITIVE THOUGHTS

NEGATIVE	POSITIVE
I WISH	I WILL
WHY ME?	LET ME
HOW CAN I?	I'LL FIND A WAY
IT WON'T WORK	LET'S TRY IT
IT'S TOO LATE	LET'S GET STARTED
NEXT WEEK	DO IT NOW

ESTABLISH GOALS

Establishing goals gives you something to think positively about. Goals should be of a type that you can reasonably expect to achieve within a specific time period. Short-run goals should be used as stepping stones to longer-range goals. Goals should be behavior oriented—that is, a specific kind of behavior should be required to achieve the goal. Goals should be stated in a positive way—things to do, rather than things not to do. Goals should be realistic. Don't get carried away with too many things to accomplish at once. Take one goal at a time and concentrate your energy on attaining it before moving on to others.

PICTURE YOURSELF SUCCEEDING

Put imagination to work for you in this remarkable way. Things that you experience vividly in your imagination become part of your experience. Concentrate on the image of yourself as you achieve goals. Imagine yourself enjoying the benefits of your achievement. Don't mistake this for daydreaming. Daydreaming can be an obstacle to action. By visualizing yourself accomplishing an important goal, you begin to perceive it as reality, and it no longer seems out of reach. Think of the football team with first down on the one-yard line. In this situation a team will score most of the time. You become so accustomed to this that when you see this situation in a game, you just know the team will score. The team almost always does, because they can picture themselves scoring, and they are confident that nothing can stop them. Put yourself on the one-yard line by picturing yourself succeeding.

POSITIVE THINKING PROGRAM

You can start your own positive thinking program by putting the positive thinking techniques to practice. Do not make the mistake of trying to accomplish all of them at once. If you do, you will find that it is impossible to give any of them the concentration and energy

TECHNIQUES FOR POSITIVE THINKING

1. Believe in yourself.
2. Develop a positive attitude.
3. Act confident.
4. Don't be afraid to fail.
5. Establish goals.
6. Picture yourself succeeding.

that they deserve. A better method is to select just one technique and devote your energy to it for a specific period of time, a week, for example. At the end of the time period, evaluate your progress in that particular area. Try to identify specific evidence of positive results of your effort. Write them down and refer to them often. This will serve to reinforce your experiences. You may then select another technique to concentrate on for another period of time. Continue this until you have spent at least a week on each technique, then make another evaluation of the results of the entire program. After your evaluation you may want to select some of the areas that you feel are unsatisfactory and concentrate on them again, one at a time. You should also read each technique over again from time to time as a reminder to keep working at them. Remember that positive and imaginative thinking requires conscious effort. Keep yours alive by working at it.

CHAPTER 14

BE ENTHUSIASTIC

If there is any one quality which brings to life all the other qualities of leadership and acts as a spark to ignite them into effectiveness, it is *enthusiasm*. Enthusiasm may be described as an expression of inner excitement. This inner excitement is reflected in your thoughts and actions, and has a powerful influence on others. It demonstrates that you believe in what you are doing or saying. It shows interest and sincerity. Enthusiasm is a powerful motivator. Increase your enthusiasm and you will notice amazing results in your ability to influence others.

POWER OF ENTHUSIASM

The secret of the power of enthusiasm in motivating others is the fact that enthusiasm is contagious. There is nothing mysterious about this. One of the laws of psychology says that people react to us according to the attitude we show toward them. If we shout at someone, he will shout back. If we talk softly, he will whisper back. Try it. This works even on the telephone. If you want others to take an enthusiastic attitude, you must adopt an enthusiastic attitude yourself. Your attitude will be reflected back like a mirror image. The results are amazing. Of course, lack of enthusiasm is also reflected in the other person.

Enthusiasm is considered by many to be the single most important ingredient for success. It has been proven many times that a person with only average intelligence, education, or ability can surpass others with superior qualifications by the sheer force of enthusiasm. One example of a man who overcame failure with enthusiasm was Frank Bettger. As a young player trying to make it in professional baseball, he was hampered by fear of failure. He tried to hide his fear from the other players and the fans by giving the outward appearance of a calm, assured player. It didn't work. Shortly thereafter he was fired from the team. When he asked his manager why he was fired, he was told that he was fired because he dragged around the field like an old man. This experience was a blow to his ego, but Frank Bettger decided that no one would ever accuse him of being lazy again. When he got a second chance with another team in another league, he made up his mind to establish a reputation for hustle and enthusiasm. Let's let Frank tell it:

> From the minute I appeared on the field, I acted alive with a million batteries. I threw the ball around the diamond so fast and so hard that it almost knocked our infielders' hands apart. Once, apparently trapped, I slid into third base with so much energy and force that the third baseman fumbled the ball and I was able to score an important run. Yes, it was all a show, an act I was putting on. The thermometer that day was nearly 100 degrees. I wouldn't have been surprised if I had dropped over with a sunstroke the way I ran around the field.
>
> Did it work? It worked like magic. Three things happened:
>
> 1. My enthusiasm almost entirely overcame my fear. In fact my nervousness began to work for me and I played far better than I ever thought I was capable of playing. (If you are

> nervous be thankful. Don't hold it back. Turn it on. Let your nerves work for you.)
>
> 2. My enthusiasm affected the other players on the team, and they too became enthusiastic.
>
> 3. Instead of dropping with the heat, I felt better during the game and after it was over than I had ever felt before.
>
> My biggest thrill came the following morning when I read in the New Haven newspaper: "This new player, Bettger, has a barrel of enthusiasm. He inspired our boys. They not only won the game, but looked better than at any time this season."
>
> The newspapers began calling me "Pep" Bettger—the life of the team. I mailed the newspaper clipping to Bert Conn, manager of Johnstown. Can you imagine the expression on his face as he read about "Pep" Bettger, the dub he'd tied a can to three weeks before—for being *lazy?*
>
> (Bettger, 1958)

Not long after, Frank made it to the Big Leagues, playing third base with the St. Louis Cardinals. There were probably dozens of young ballplayers trying to make it to the major leagues who had just as much ability to hit, field, and throw as Frank Bettger, but they didn't have his enthusiasm. After an accident ended his baseball career, he used the secret he had learned as a young ballplayer to raise himself from a dismal failure as a salesman to one of the outstanding life insurance salesmen in the country. His books, articles, and lectures on salesmanship and motivation have inspired millions with that same enthusiasm.

ENTHUSIASM AND POSITIVE THINKING

Enthusiasm is not just an outward expression. It works inward just as well. Your own enthusiasm feeds upon itself. You get caught up in your own excitement and find new reserves of enthusiasm to carry you past disappointment and failures. That is why enthusiasm is so important to creative thinking. New ideas are almost always met with skepticism. Without enthusiasm we become easily discouraged and stop working on new ideas. Imagine the enthusiasm Thomas Edison must have had for the incandescent light bulb. He tried literally thousands of filaments before he found one that would work. He simply refused to stop trying until he found the answer.

DEVELOPING ENTHUSIASM

Some people seem to be born with enthusiasm. They are always excited about something, going somewhere, doing something. Have you ever envied someone like that and wished you had that kind of energy? Well, you don't have to envy them anymore. You can build your own. Yes, you can develop your own enthusiasm by following these two rules:

1. BELIEVE IN WHAT YOU ARE DOING. To be genuinely enthusiastic you must truly believe in what you are doing. Consider your goals carefully and convince yourself that they are meaningful to you. If they are not, find some others that are. Find something you can be enthusiastic about.

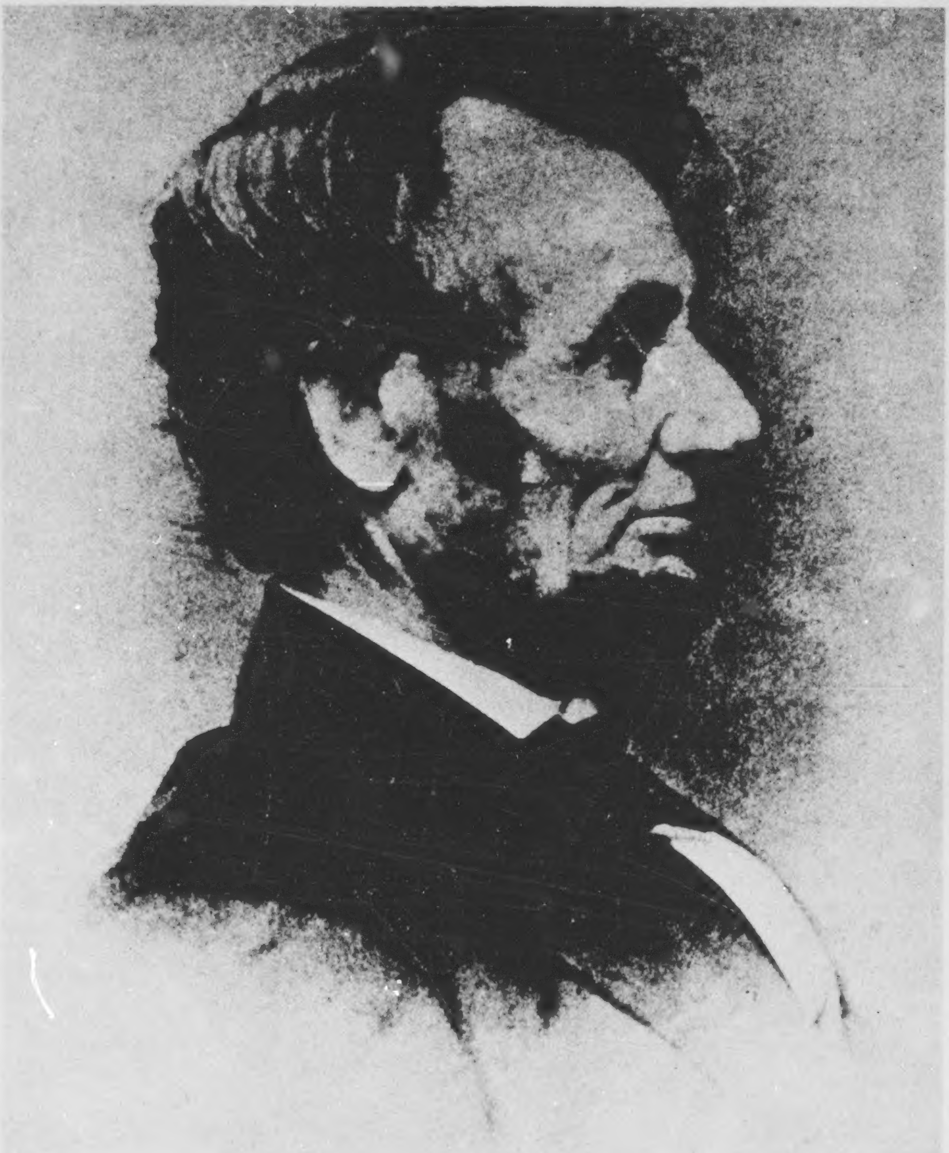
2. TO BECOME ENTHUSIASTIC, *ACT* ENTHUSIASTIC. If you act as if you are enthusiastic, you will soon begin to feel enthusiastic. If necessary, force yourself to act enthusiastic. Practice smiling. Be cheerful and optimistic. Speak with excitement. Make gestures with your hands, if necessary. Your actions will have an almost magic effect on your inner excitement. They will also generate excitement in others, and you will respond to their enthusiasm just as they respond to yours. Enthusiasm is excitement. Get excited.

With those two simple rules you can overcome fear or nervousness in dealing with people. When you are called upon to lead your squad in drill or to give a class to new cadets, apply these rules.

You will be amazed at the results. To help you to remember and use these sure-fire rules for generating enthusiasm, copy the following reminder on a small card and carry it with you wherever you go. Make a habit of referring to it when you feel you are running out of enthusiasm or when you get a little nervous about something important you have to do.

1. I BELIEVE IN WHAT I AM DOING, AND I WILL SHOW IT BY BEING ENTHUSIASTIC.

2. I WILL BECOME ENTHUSIASTIC BECAUSE I AM GOING TO *ACT* ENTHUSIASTIC.



Abraham Lincoln.

ABRAHAM LINCOLN

Abraham Lincoln was a most unlikely candidate for President of the United States. He was born in a frontier cabin in Kentucky, moved with his family to Indiana when he was seven, and to Illinois when he was twenty-one. His formal education totaled only a few months because he was occupied almost from childhood with a variety of odd jobs to help support his family. Hard work developed a strong, wiry physique on his six-foot-four-inch frame, and he was well known for his skill at splitting logs.

Despite his lack of formal schooling, young Lincoln developed a passion for reading. His stock of books included *Aesop's Fables, Robinson Crusoe, Pilgrim's Progress, A History of the United States*, and Weem's *Life of Washington.* He read and reread these books until they became a philosophy of life for him. He continued his reading and self-education into adulthood and digested everything the Old Testament and the six books of Euclid had to say about righteousness, sanity, simplicity, and clarity. These qualities that he developed within himself were to serve him well when he entered the White House.

Lincoln's integrity of character is demonstrated in his reaction to setbacks, disappointments, and failures in his early life. An early attempt to go into business ended with his being swindled by an unscrupulous partner. He could have escaped the financial burden of his failure by filing a petition of bankruptcy, but instead he worked for seventeen years to pay off his creditors.

Lincoln got his start in politics at the age of twenty-three when he ran for the Illinois Legislature. He was defeated, but ran again two years later and was elected. Admiring his character, wit, and eloquence, despite his untidy, ill-dressed appearance, his constituents elected him for four consecutive terms. After one unsuccessful attempt, he was elected to the National House of Representatives in 1847. He served one term, but was not reelected. Meanwhile, he continued the study of law and achieved prosperity and success in the legal profession from 1850 on. He received some notoriety as a lawyer by refusing to accept cases if he did not think they were right and just.

Reentering politics following the Kansas-Nebraska Act, Lincoln became nationally known through the Lincoln-Douglas debates on the slave question. Through this exposure Lincoln became known as a man who held wise and sound ideas and could express them with remarkable clarity. Suddenly this man of humble origins, ramshackled appearance, and homespun logic found himself catapulted to the Republican presidential nomination and the Presidency in 1860. Lincoln was elected on the strength of his moderate views on the slave question and his determination to save the Union through reason, humanity, and compromise. His hopes were not to be realized, however, because seven states had seceded by the time he took his oath of office, and he was to serve as President of a divided nation. Many experienced politicians felt that the job of wartime President would be too much of a task for the midwestern lawyer, but to their surprise, he displayed a remarkable ability to analyze problems and adjust to circumstances. His keen sense of public opinion also served him well. As the war went on, his stature increased. With patience, quiet dignity, and firmness he maintained his determination to save the Union. Although an assassin's bullet struck him down before the country could be reunited, his performance in saving the Union ranks him as one of our greatest Presidents. Viewing Lincoln's qualities of leadership, British writer Sir George MacMunn says:

> The clarity of mind that saw the true issue to be the majesty and dignity of the United States, the gift of mental courage, the clear simple courses of the mind due to his repeated restricted early reading, almost memorizing, a few great books, all combined to produce a character to ride the storm.
>
> We can almost see his Ministers uniting to give the "old boy" a run, as a quaint figurehead, to discover that when it came to difficult matters and dangers he was the master of them all. The whole story is still one of the marvels and problems in this strange matter of leadership and its causes, and the heights to which, with God's blessings and help, man may rise.
>
> (MacMunn, 1935)

MORAL ASPECTS OF LEADERSHIP

> *"No nation can safely trust its martial honor to leaders who do not maintain the universal code which distinguishes between those things that are right and those things that are wrong."*
>
> GENERAL DOUGLAS MACARTHUR

Have you ever stopped to think that if there was no such thing as truth there could be no lies? That without virtue there would be no sin? That if a man must lie, cheat, steal, or commit other degrading acts to achieve his purposes, or the purposes of others, he is usually reluctant to do so, and if he does use these means he is ashamed? Thus, without standards of conduct or moral judgment we would lead very different kinds of lives than we do.

ETHICS AND MORAL CODES

Ethics are rules for behavior in a society. These rules are necessary for a society to sustain itself. Without moral rules telling us what we ought to do or ought not to do, people could not coexist in a community. Can you imagine what would happen in our society if there were no concept of right and wrong? History is replete with examples of societies whose downfall can be traced to a breakdown in their morals.

The ethics of a society combine to form the moral code of that society. Moral codes have been in existence since the first families of man. These codes differ from one society to another because they are based on the philosophical or religious principles of each society. Some moral codes have evolved from the traditions of a society, while others are based on the teachings of a particular philosopher or religious leader. The moral code of our Western society is steeped in the traditions of Greek and Roman philosophy and in the Judeo-Christian ethic. The Western moral code places value on such concepts as freedom, equality, justice, and the dignity of man. In our society the leader must base his behavior on these and other principles that are considered desirable and acceptable.

CULTURAL ASPECTS OF MORALITY

The rules by which we live today have evolved through thousands of years. Some of our rules take the form of laws while others are codes of ethics or moral standards. Here are a few that we in this country seem to agree on.

1. **The Constitution.** The Constitution of the United States has been described as the most wonderful work ever struck off at a given time by the brain and purpose of man.

2. **Statute and Common Law.** We have seen that ethical and moral standards as to right and wrong have changed over the years. One of the ways that this change is recorded is through our courts' administration of the law. The law rep-

resents the expression by a people of rules of right and wrong; and as our mores change, our statute and common laws change.

3. Judeo-Christian Codes. *The Ten Commandments, and the Golden Rule* are laws and codes by which we live, and they have a great impact upon our consideration of what is right and what is wrong.

Scientific knowledge and technology have had a tremendous effect upon the evolution of our codes of conduct. For example, medical science has had a great impact upon our social treatment of people. Consider our change of attitude as to how to handle the mentally ill, the leper, or even the alcoholic. The physical sciences and technology have had a great deal to do with our moral approach to the use of wealth, labor, and the rights of the laboring man. Obviously, our rules are not static; they will evolve through scientific discovery and interpretation, and we must stay abreast of this evolution.

MORAL CONFLICTS

Ethics is morality. Ethics is based on our ideas of right and wrong, of good and bad, applied to humans living in a society. This general definition is easy to understand, but it conceals some very controversial questions with long histories. One of the historical questions concerns the difference between relative and absolute ethics.

Relative ethics holds that moral standards vary with different circumstances. Absolute ethics holds that there is one universal and eternal moral code which applies equally to all men, in all ages, and that changing circumstances or opinions make no difference whatsoever to this absolute moral code.

Which is correct? What are the arguments for and against? Let's start with some of the arguments for relative ethics. One is that moral standards change over the years. For example, not so many years ago it was considered ethical for two gentlemen to settle their differences by fighting a duel. Of course, today this is a completely unethical practice. The relative ethics of the practice of slavery has certainly changed over the centuries. Moral standards do change—there is no question about it.

Another argument for relative ethics is that, scientifically, we can neither measure nor observe ideas like duty and honor. You cannot see what the words stand for. They are merely constructs—words that cannot be proved nor disproved. Therefore, scientifically, there is no such thing as a moral judgment. A moral rule is merely an expressed wish, or command, or maybe just an exclamation. Each of us has his own standards and these are all-important.

Now that we have looked at the case for relative ethics, let's look at some of the arguments for absolute ethics—if only to make us realize that we cannot accept all of the logical consequences of relative ethics. For example, the absolutist points out that some codes are clearly superior. We can agree that different societies sometimes have different ideas of the right and wrong of things. In some societies it is perfectly proper to capture an enemy and eat him, whereas other societies take a dim view of the practice of cannibalism. If we are to judge cannibalism, moral corruption, or right or wrong, we must have some standard upon which we base that judgment—so says the defender of absolute ethics.

Moral progress or decline is possible. There isn't much we can argue about on this point. The lessons of history tell us that moral standards do rise and fall in a society. And if we believe moral progress or decline is possible, then again we must strive toward some kind of ideal that does not change.

Effort to improve is not meaningless. If ethics is strictly a relative thing and can change with emotion, environment, or any other changing condition, then our efforts toward personal improvement could be in vain. We might just as well give up and do what our emotions tell us to do. Fortunately not many people believe in this approach. And if we believe that efforts to improve are meaningful, then we must have some standards which make them so.

Some men are better than others. This statement, like all the rest, may set up arguments in your mind, but we all have standards of one kind or another and we compare people on the basis of these standards. According to most people's standards, Sir Winston Churchill was a better man than was Adolf Hitler, and Nathan Hale was a better man than Benedict Arnold. Right or wrong, in whatever we do, we have certain absolute standards by which we measure conduct.

Although there are many areas and specific points upon which there is much disagreement, we can agree on some common rules of ethics. Consciously, or unconsciously, we do agree on many rules. For example we agree that it is unethical for one of us to steal the worldly possessions of another.

THE MILITARY CODE

In military groups there are some special considerations to think about in regard to ethics. The military services are an arm of the government. They are highly organized and hold a vast arsenal of weapons for the purpose of wielding coercive power. This power is intended to defend the country from its enemies, but there is always the potential for the armed might of a country to be turned against the people it is supposed to serve. Military revolts and military governments are not uncommon in the world even today. It is obvious that a special code of ethics is necessary to govern the behavior of members of the military profession.

The basis for the military code of our armed forces is the well-understood principle that the military establishment is subordinate to the country's political authorities. It is subject to the guidance and control of the President and the Congress. Although the conduct of the Armed Forces is subject to public laws and regulations, it is governed by an informal code of ethics which is adhered to by members of the military profession. Laws and regulations could not stay the power of modern arms without the self-regulation of those who control those arm.

The motto of the United States Military Academy is "Duty, Honor, Country." This motto touches the heart of the military code:

Duty. Foremost in the military leader's mind is his duty to serve his country. He must put this service above his personal desires, personal comfort, and even his personal safety.

Honor. The military leader must represent all that is honorable in his country. He must not soil her flag which he carries, or tarnish her emblem which he wears.

Country. The military code requires loyalty to country above all things. When the military officer takes his oath of office, he swears:

> I will support and defend the Constitution of the United States against all enemies foreign and domestic; and I will bear true faith and allegiance to the same . . .
>
> (U.S.C. S16, 1958)

SUMMARY

The practice of leadership inevitably involves morals and ethics. Regardless of the kind of group or organization, the leader has the responsibility to see that the group goals and methods are ethically sound. He must make sure that the behavior of the group is approved by and acceptable to society. The leader also has the responsibility to set the example of moral integrity for the group. He cannot command adherence to a code of ethics if he does not abide by it himself.

Don't take ethics for granted. Be alert to the ethical problems around you and to the ethical errors that you sometimes tolerate because you don't want to be out of step or different. Go ahead and be different, because if you don't stand up for what you believe, soon you will be a person who never can. Remember the words of an ancient philosopher: "To see what is right and not to do it is want of courage."

General of the Army Douglas A. Mac Arthur.

DOUGLAS MACARTHUR

Douglas MacArthur was born at Little Rock, Arkansas, on 26 January 1880, son of Arthur MacArthur, a distinguished military officer who won the Medal of Honor at Gettysburg at the tender age of 17, and rose to the rank of Lieutenant General before his retirement in 1909. Young Douglas MacArthur entered the United States Military Academy in 1899 and was commissioned a second lieutenant in June 1903.

During a long and illustrious career, Douglas MacArthur distinguished himself in World Wars I and II, the Korean War, and numerous lesser campaigns. Highlights of his brilliant career are cited in the following citations from a few of his many decorations and awards:

> **MEDAL OF HONOR.** For conspicuous leadership in preparing the Philippine Islands to resist conquest, for gallantry and intrepidity above and beyond the call of duty in action against invading Japanese Forces, and for the heroic conduct of defensive and offensive operations on the Bataan Peninsula. He mobilized, trained, and led an army which has received world acclaim for its gallant defense against a tremendous superiority of enemy forces in men and arms. His utter disregard of personal danger under heavy fire and aerial bombardment, his calm judgment in each crisis, inspired his troops, galvanized the spirit of resistance of the Filipino people, and confirmed the faith of the American people in their Armed Forces.
>
> **DISTINGUISHED SERVICE CROSS.** For heroism in the Salient Du Feys France March 9, 1918. When Company D, 168th Infantry, was under severe attack in the Salient du Feys, he voluntarily joined it, upon finding that he could do so without interfering with his normal duties, and by his coolness and conspicuous courage aided materially in its success.
>
> **OAK LEAF CLUSTER to the DISTINGUISHED SERVICE CROSS.** As Brigade Commander, General MacArthur personally led his men and by the skillful maneuvering of his brigade made possible the capture of Hills 288, 242, and the Cote de Chatilon, October 14, 15, and 16, 1918. He displayed indomitable resolution and great courage in rallying broken lines and in reforming attacks thereby making victory possible. On a field where courage was the rule, his courage was the dominant feature.

General MacArthur's career, which began with his outstanding academic accomplishments at the Military Academy, has been one of brilliant achievement. His splendid military judgment, his own confidence in the right of his cause, his belief in the successful outcome of his campaigns, and his military bearing, have become almost legendary in the minds of the American people. He became during World War II a bulwark around which the American people, shaken by defeat at Pearl Harbor and in the Philippines, rallied to defeat our enemies in the Pacific area.

Edgar Puryear, in his study of military leadership, *Nineteen Stars*, has this to say of the superlative qualities of General of the Army, Douglas MacArthur:

> Time may prove MacArthur to be the greatest general in the history of the United States. His life and career were filled with bests, firsts, mosts, and onlys. He was first in his graduating class at West Point, establishing a new high for academic performance at the institution. He was the youngest brigadier general in World War I, the youngest Superintendent in the history of the Military Academy, the youngest major general, the first American to become a field marshal of a foreign nation, and the only American officer to be a general in three wars.
>
> (Puryear, 1971)

General MacArthur's life and career are an example of total dedication to country and profession. Nurtured from the cradle to serve his country, he served her well. His courage and integrity were unsurpassed, and he devoted his entire life to upholding the code: Duty, Honor, Country.

CHAPTER 16

DUTY, HONOR, COUNTRY

GENERAL OF THE ARMY DOUGLAS MACARTHUR

The Sylvanus Thayer Award for service to his country was presented to General MacArthur during ceremonies on 12 May 1962 at the U. S. Military Academy, West Point, N.Y. The General graduated from the Academy, at the top of his class, in 1903.

In this address, delivered without text or notes, the 82-year-old soldier bids farewell to the Cadet Corps. His message is an inspiration for every member of the U. S. Armed Forces.

No human being could fail to be deeply moved by such a tribute as this, coming from a profession I have served so long and a people I have loved so well. It fills me with an emotion I cannot express. But this award is not intended primarily to honor a personality, but to symbolize a great moral code—a code of conduct and chivalry of those who guard this beloved land of culture and ancient descent.

For all hours and for all time, it is an expression of the ethics of the American soldier. That I should be integrated in this way with so noble an ideal arouses a sense of pride, and yet of humility which will be with me always.

Duty, Honor, Country! Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying point to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, to create hope when hope becomes forlorn. Unhappily, I possess neither that eloquence of diction, that poetry of imagination, nor that brilliance of metaphor to tell you all that they mean.

The unbelievers will say that they are but words, but a slogan, but a flamboyant phrase. Every pedant, every demagogue, every cynic, every hypocrite, every troublemaker, and, I am sorry to say, some others of an entirely different character will try to downgrade them even to the extent of mockery and ridicule.

But these are some of the things they do. They build your basic character. They mold you for future roles as the custodians of the nation's defense. They make you strong enough to know when you are weak, and brave enough to face yourself when you are afraid.

They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for actions; not to seek the path of comfort, but to face the stress and spur of difficulty and challenge; to learn to stand up in the storm, but to have compassion on those who fall; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh, yet never forget how to weep; to reach into the future, yet never neglect the past; to be serious, yet never to take yourself too seriously; to be modest so that you will remember the simplicity of true greatness; the open mind of true wisdom, the meekness of true strength.

They give you a temperate will, a quality of the imagination, a vigor of the emotions, a freshness of the deep springs of life, a temperamental predominance of courage over timidity, of an appetite for adventure over love of ease.

They create in your heart the sense of wonder, the unfailing hope of what next, and the joy and inspiration of life. They teach you in this way to be an officer and a gentleman.

And what sort of soldiers are those you are to lead? Are they reliable? Are they brave? Are they capable of victory?

This story is known to all of you. It is the story of the American man-at-arms. My estimate of him was formed on the battlefield many, many years ago, and has never changed. I regarded him then, as I regard him now, as one of the world's noblest figures; not only as one of the finest military characters, but also as one of the most stainless.

His name and fame are the birthright of every American citizen. In his youth and strength, his love and loyalty, he gave all that mortality can give. He needs no eulogy from me, or from any other man. He has written his own history and written it in red on his enemy's breast.

But when I think of his patience in adversity, of his courage under fire, and of his modesty in victory, I am filled with an emotion of admiration I cannot put into words. He belongs to history as furnishing one of the greatest examples of successful patriotism. He belongs to posterity as the instructor of future generations in the principles of liberty and freedom. He belongs to the present, to us, by his virtues and by his achievements.

In 20 campaigns, on a hundred battlefields, around a thousand campfires, I have witnessed that enduring fortitude, that patriotic self-abnegation, and that invincible determination which have carved his statue in the hearts of his people.

From one end of the world to another, he had drained the chalice of courage. As I listened to those songs (of the Glee Club) in memory's eye I could see those staggering columns of the First World War, bending under soggy packs on many a weary march, from dripping dusk to drizzling dawn, slogging ankle deep through the mire of shell-pocked roads to form grimly for the attack, blue-lipped, covered with sludge and mud, chilled by the wind and rain, driving home to their objective, and for many, to the judgment seat of God.

I do not know the dignity of their birth, but do know the glory of their death. They died unquestioning, uncomplaining, with faith in their hearts, and on their lips the hope that we would go on to victory.

Always for them: Duty, Honor, Country. Always their blood, and sweat, and tears, as we sought the way and the light and the true. And 20 years after, on the other side of the globe, again the filth of murky foxholes, the stench of ghostly trenches, the slime of dripping dugouts, those boiling suns of relentless heat, those torrential rains of devastating storms, the loneliness and utter desolation of jungle trails, the bitterness of long separation from those they loved and cherished, the deadly pestilence of tropical disease, the horror of stricken areas of war.

Their resolute and determined defense, their swift and sure attack, their indomitable purpose, their complete and decisive victory—always victory, always through the bloody haze of their last reverberating shot, the vision of gaunt, ghastly men, reverently following your password of Duty, Honor, Country.

The code which these words perpetuate embraces the highest moral law and will stand the test of any ethics or philosophies ever promulgated for the uplift of mankind. Its requirements are for the things that are right, and its restraints are from the things that are wrong. The soldier, above all other men, is required to practice the greatest art of religious training—sacrifice. In battle, and in the face of danger and death, he discloses those divine attributes which his Maker gave when He created man in His own image. No physical courage and no greater strength can take the place of the divine help which alone can sustain him. However hard the incidents of war may be, the soldier who is called upon to offer and to give his life for his country is the noblest development of mankind.

You now face a new world, a world of change. The thrust into outer space of the satellite, spheres, and missiles marks a beginning of another epoch in the long story of mankind. In the five or more billions of years that scientists tell us it has taken to form the earth, in the three or more billion years of development of the human race, there has never been a more abrupt or staggering evolution.

We deal now, not with things of this world alone, but with the illimitable distances and as yet unfathomed mysteries of the universe. We are reaching out for a new and boundless frontier. We speak in strange terms of harnessing the cosmic energy; of making winds and tides work for us; of creating unheard-of synthetic materials to supplement or even replace our old standard basis; to purify sea water for our drink; of mining ocean floors for new fields of wealth and food; of disease preventatives to expand life into the hundred years; of controlling the weather for a more equitable distribution of heat and cold, of rain and shine; of space ships to the moon; of the primary target in war, no longer limited to the armed forces of the enemy, but instead to include his civil populations; of ultimate conflict between a united human race and the sinister forces of some other planetary galaxy; of such dreams and fantasies as to make life the most exciting of all times.

And through all this welter of change and development your mission remains fixed, determined, inviolable. It is to win our wars. Everything else in your professional career is but corollary to this vital dedication. All other public purposes, all other public projects, all other public needs, great or small, will find others for their accomplishments; but you are the ones who are trained to fight.

Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the nation will be destroyed, that the very obsession of your public service must be Duty, Honor, Country.

Others will debate the controversial issues, national and international, which divide men's minds. But serene, calm, aloof, you stand as the nation's war guardian, as its lifeguard from the raging tides of international conflict, as its gladiator in the arena of battle. For a century and a half you have defended, guarded, and protected its hallowed traditions of liberty and freedom, of right and justice.

Let civilian voices argue the merits or demerits of our processes of government: Whether our strength is being sapped by deficit financing indulged in too long, by Federal paternalism grown too mighty, by power groups grown too arrogant, by politics grown too corrupt, by crime grown too rampant, by morals grown too low, by taxes grown too high, by extremists grown too violent; whether our personal liberties are as thorough and complete as they should be.

These great national problems are not for your professional participation or military solution. Your guidepost stands out like a tenfold beacon in the night: Duty, Honor, Country.

You are the leaven which binds together the entire fabric of our national system of defense. From your ranks come the great captains who hold the nation's destiny in their hands the moment the war tocsin sounds.

The long, gray line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty, Honor, Country.

This does not mean that you are warmongers. On the contrary, the soldier above all other people prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, the wisest of all Philosophers: "Only the dead have seen the end of war."

The shadows are lengthening for me. The twilight is here. My days of old have vanished—tone and tint. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen vainly, but with thirsty ear, for the witching melody of faint bugles blowing reveille, of far drums beating the long roll.

In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory always I come back to West Point. Always there echoes and re-echoes: Duty, Honor, Country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the Corps, and the Corps, and the Corps.

I bid you farewell.

CHAPTER 17

ABOVE AND BEYOND

"For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty . . ."
From the citation for the Congressional Medal of Honor

Courage is a mental quality that recognizes fear of danger or criticism, but enables a man to proceed in the face of it with calmness and firmness. It is a quality of mind that gives man control over himself, enabling him to accept responsibility and to act properly in a threatening situation. It is a vital quality for leadership. The following paragraphs will discuss physical and moral courage and present some outstanding examples of courage demonstrated by Americans in combat.

PHYSICAL AND MORAL COURAGE

The most ancient and most time-honored requirement of a leader is courage. Originally the emphasis was almost entirely on physical courage, and so highly was it esteemed that deeds of reckless daring, even to the point of foolhardiness, were performed to impress the multitude and win respect. No one today expects a young man to emulate the old Norse custom of going berserk to prove his courage, or even a modern equivalent of this practice. In fact, it would be considered irresponsible conduct. Rather, one's physical courage will be assumed. It would be well, however, that it never be questioned, as there are few things that men—Americans, in particular—care for less in a leader than lack of courage. Moral courage means simply to have the courage of one's convictions, the fortitude to call things as he sees them, and the readiness to admit a mistake (to himself as well as to others) when he makes one, instead of trying to "bull it through." It requires a high degree of moral courage to report to a senior that one has made a mistake when perhaps the mistake has not even been noticed by others. However, prompt action in reporting his own mistake may enable his senior to take corrective measures before too much damage is done. Any young man will be pardoned an occasional mistake, for infallibility is not a characteristic of leadership, but he will not soon or easily be forgiven for an attempt to "cover up."

Reluctance to assume responsibility is an indication of lack of moral courage. An ever-present fear of being blamed does much to cramp a person's initiative. The particular form of fear which is most common is not fear of physical injury, but rather of condemnation. Few men do their best work with the sword of condemnation swinging freely over their heads.

Closely allied with courage is bravery. Both involve the conquest of fear. Fear is one of the greatest of human emotions, and if it is not controlled it can cause a person to behave irrationally. It is highly doubtful that a completely fearless person ever lived, song and story to the contrary. At birth all human beings are without fear simply because sufficient knowledge has not yet been acquired to know that some things can harm them—fire, for instance. As the individual grows older, though, he learns, often the hard way, that various things can hurt or kill him. As part of growing up he learns to avoid these hazards, to overcome or minimize their menace, and even to utilize the very elements that once caused him such terror.

FEAR AND PANIC

Fear is nature's way of preparing the body for action, either to flee or fight. Body functioning is stepped up; sugar and adrenalin are released into the blood to act as fuel for the fight or flight ahead; there is a temporary loss of any feelings of fatigue. Blood even clots more readily.

Fear is a natural reaction which is necessary for self-preservation, but intense fear can easily turn to panic when an individual or group feels incapable of overcoming a critical situation. When people are overcome by panic they are no longer capable of rational thinking. They may then be unable to take the kind of action that is in the best interest of safety or survival. Panic can cause a person to freeze in place or cause disorganized fleeing. Either action can be disastrous in a dangerous situation. When emotional tension is produced by a critical situation, individuals become highly susceptible to suggestion. The smell of smoke in a crowded theater may not signal any immediate danger to the patrons, but if a few members of the audience start to run for the exits, it can cause the others to react in the same way and there will be bedlam as all of them try to reach the exits at the same time. Many lives have been lost in just such a situation, when all could have been saved if people had filed out of the building in an orderly fashion.

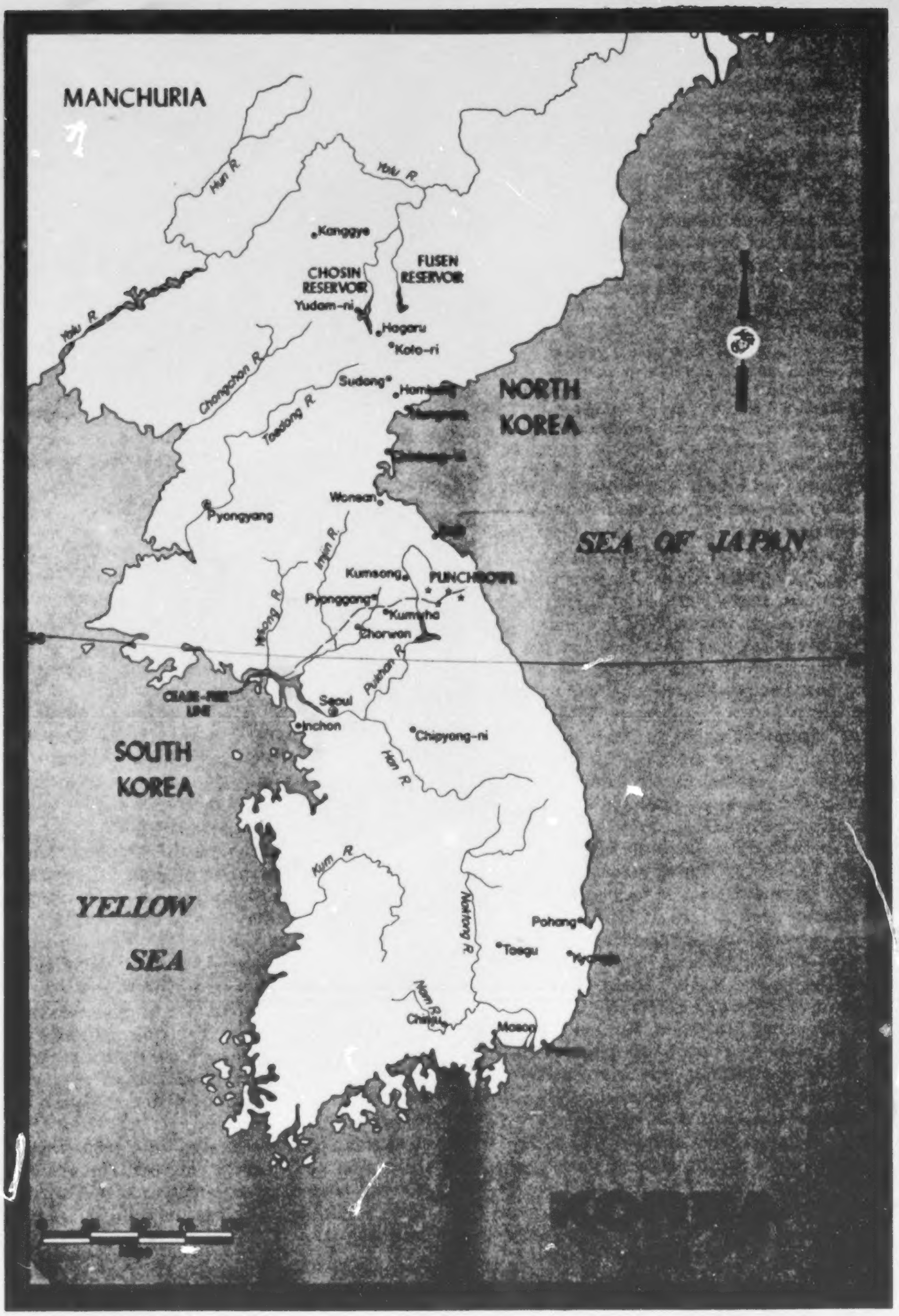
Men in battle are continually in the presence of a situation threatening death or injury. During such times of stress they are subject to all of the anxieties and fears conducive to panic. How do such men avoid panic? They avoid panic not because they are fearless, but because they know how to control their fear. Men who are well-trained, organized, disciplined, and led, seldom give way to panic, because they are confident of their ability to master any situation, no matter how tough. A person who knows what to do in an emergency and goes ahead and does it is less susceptible to panic than the person who is confused and does not know what to do. Action tends to dispel panic, while inaction tends to increase it.

Of course, all fear is not of the kind that should cause panic, but fear can be a handicap in other ways. In mild cases of fear, such as being afraid to stand before a group and give a talk, the symptoms are less severe, but the results can be embarrassing. One person may show only a little nervousness and perhaps some "sweating" in the palms of his hands or under the arms. Another person may become completely speechless, or unable to remember what he was going to say. This is also known as "stage fright." Another kind of fear that plagues many people is fear of failure. This kind of fear, like "stage fright," is really a fear of being ridiculed because of poor performance. It is easy to see how this kind of fear, if not controlled, could be a serious handicap to a potential leader.

CONTROLLING FEAR

The leader must learn to control his emotions, and fear is perhaps the most difficult of the emotions to control. The first step in learning to control fear is to realize that fear is not an unusual or disgraceful emotion, and that it is felt by everyone at one time or another. The next step is to learn all you can about the situation that is causing the fear. It is the unknown that frightens us most. If you are nervous about giving a talk, learn all you can about your subject. This will give you confidence that you know what you are talking about. The third step is to take some action. Get busy. Men in combat often forget their fear until the action is all over because they are so busy doing what they were trained to do that they forget all about being afraid. This works for fear of failure, too. If you get totally involved in a job or project, you will not have time to think about the possibility of failure.

Remember that courage is not the absence of fear, it is the emotional stability to control fear by rational thinking and action. It enables you to carry out your duties despite the recognition of danger or the possibility of failure or ridicule.


MANCHURIA
Hun R.
Yalu R.
Yalu R.
Kanggye
CHOSIN RESERVOIR
FUSEN RESERVOIR
Yudam-ni
Hagaru
Koto-ri
Chongchon R.
Sudong
Taedong R.
NORTH KOREA
Wonsan
Pyongyang
Imjin R.
Kumsong
PUNCHBOWL
Pyonggang
Kumhwa
Chorwon
Yesong R.
Pukhan R.
CEASE-FIRE LINE
Seoul
Inchon
Chipyong-ni
SEA OF JAPAN
SOUTH KOREA
Han R.
Kum R.
YELLOW SEA
Naktong R.
Pohang
Taegu
Nam R.
Chinju
Masan

THE BATTLE OF TOKTONG PASS*

(The following story of courage and bravery is taken from the rolls of men who received the highest decoration awarded by their country, the Medal of Honor. This decoration is awarded only for gallantry and intrepidity at risk of life above and beyond the call of duty. Since the Civil War, when the award was created, U. S. Marines have won more than 300 Medals of Honor.)

On June 25, 1950, the North Korean Army slashed into South Korea and drove the lightly armed South Koreans pellmell down the peninsula. The United Nations voted to come to the aid of the South Koreans. By the time United Nations troops, mostly American, reached Korea in force, the South Koreans and the few Americans who had been airlifted in were holding on by their eyelashes to only the southern tip of the peninsula.

The United Nations troops were a police force sent to control this little local civil war. No one expected it to last long after the Americans arrived. A couple of divisions of well-armed troops should be enough to chase the North Koreans back where they belonged. Actually the war lasted three long, bloody years. In it, 123 Americans won the Medal of Honor.

At first it seemed as though the optimists were right. The Army started up the peninsula. The Marines landed up the coast at Inchon behind the Communists. The two forces squeezed the North Koreans between them. By the end of October the North Korean Army was no more. Over half the original force had surrendered, and the rest were fleeing up the peninsula with the Americans following them to mop up.

What the Marines did not know, what Commanding General Douglas MacArthur over in Tokyo did not know, was that across the Yalu River, in Manchuria, which borders Korea on the north, were three tough, well-equipped armies of Chinese Communists who were about to take a hand in the fighting.

MacArthur ordered an all-out advance to the Yalu River to end the war. The American Eighth Army was to go up the west side. The Tenth Corps, headed by the First Marines, was to go up the east coast, turn inland at Hungnam, and head for the Chosin Reservoir seventy-eight miles away along a narrow road flanked by mountain ridges. As the Eighth Army reached the Yalu and the Marines reached the reservoir, the Chinese struck.

Their lack of heavy weapons and the fact that they did not have to depend on supply lines made them dangerous. By night they padded through mountain passes at a dog trot. By day they holed up in Korean huts, munching their rice. Soon 100,000 of them had reached the high ground above the road. The 20,000 Marines did not know that these tough veterans, battle hardened from the Communist victory in China, were all around them.

Two regiments of Marines were at Yudam-ni. The third was divided between Hagaru, fourteen miles down the road, and Kotori, eleven miles farther back. The Chinese struck the road between the towns and set up roadblocks to separate the three groups. Then they attacked at Yudam-ni.

For three nights the Marines beat

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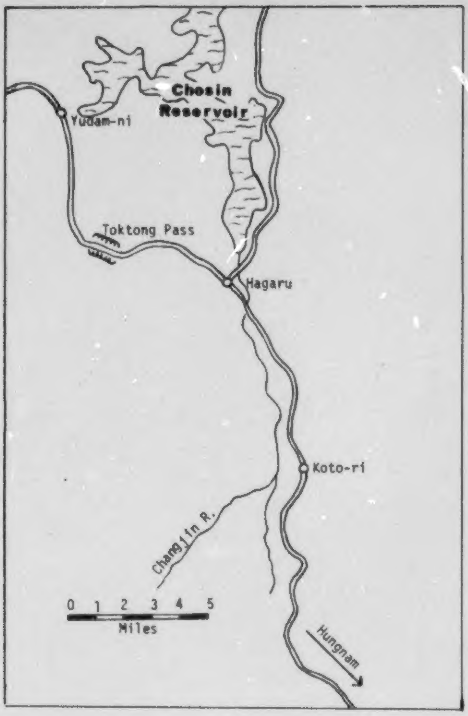


back attack after attack. They were always the same. Out of the still dark would suddenly sound the crash of cymbals, the blare of bugles, the shrill squeal of whistles. Then white figures by the thousands would charge through the snow, chanting in English, "Kill Marines, Marines die. Kill Marines, Marines die."

With each dawn the ground was covered with Chinese dead. During the day the Marines improved their defenses, using frozen Chinese bodies for breastworks when sandbags were scarce. But next night there were thousands more chanting Chinese to be mowed down.

It was clear to Major General O. P. Smith, commanding the First Division, that he could not go forward and that he could not stay where he was, strung out on the road. He would have to pull back his leading regiments and fight his way down the road to the sea. Back at headquarters in Tokyo they had already written off the First Division. They were completely surrounded. The eighth Army had been driven far back, leaving the Marines alone in the mountains to the north.

Between Yudam-ni and Hagaru is Toktong Pass. The hill above it had to be held while the two leading regiments fought their way down to Hagaru. It is called Fox Hill because it was defended by Fox Company of the Seventh Marines under Captain William Barber. Among the 240 men in Fox Company was Private Hector Cafferata—six foot four, 235 pounds, ex-semiprofessional football player.

At 2:00 a.m. on the morning of November 28, Private Cafferata was asleep in his bag with his shoes off. Captain Barber was awake in his command post. He did not know it, but the Chinese had cut the road on both sides of his position. A full regiment of them were surrounding his hilltop. When they captured this hill they would have complete command of the road at this point. The two regiments at Yudam-ni would be doomed.

Cafferata woke to the sound of guns blazing up ahead and came charging out of his foxhole. He saw the white shapes coming toward him, threw his rifle to his shoulder, calmly squeezed off shot after well-aimed shot until the Chinese recoiled from this deadly giant standing barefoot in the snow. A dozen dead Chinese lay in front of him before his frozen rifle quit.

He jumped into another foxhole, where a Marine lay wounded, and shouted, "Gimme a rifle." The wounded Marine passed up his and reached for the weapon of a dead buddy to reload while Cafferata fired. Standing on the edge of the hole, he used two rifles to clear the ground in front of him of living Chinese.

Cafferata was the only man left at this point in the line. He ran back and forth, trying to seem like a squad. The Chinese dropped to the ground and started to lob grenades. Cafferata kicked them aside as he ran, caught one, and threw it back. It exploded as it left his hand, blowing off his little finger.

Other Marines rallied around him, using entrenching tools to bat back the grenades before they landed. From the rear, mortars zeroed in on the Chinese. Come dawn, the Communists fell back, leaving the snow-covered slope littered with white-clad bodies. Now there were only scattered pockets of resistance. One of these was a machine gun. Cafferata charged it. He felt a searing pain in his arm and shoulder and chest. He fell and crawled back toward his lines. When his buddies picked him up they saw that he had fought in the snow for five hours—and won the Medal of Honor—in his bare feet.

Night came again to Fox Hill—night and more squat Chinese blowing their off-key bugles, clanging their brazen cymbals, chanting their song of death. In front of their position the Marines had arranged a clever ruse—a circle of sleeping bags filled with snow in the path of fire of their machine guns. The Chinese who stopped to bayonet the sleeping snow men fell in lasting sleep under the rain of machine-gun fire.

Captain Barber moved along his front line. He fell to the ground. A bullet had passed through both legs. He called to a Marine to hold him up and hobbled along the line on his wounded legs. He was hit again. Still he kept fighting. With dawn, the Chinese again withdrew. Fox Hill was still holding out, but the 240 Marines were down to 120.

Another night, Barber had tried tying board to his legs to keep them from crumpling under him. It worked for a while. Then he commanded from a stretcher carried along the line. The third Chinese attack was beaten off,—but now there were only about eighty Marines left.

On December 1, the two regiments at Yudam-ni prepared to pull back. They buried their dead, loaded their wounded on trucks, and started down the road. To relieve Fox Hill and secure Toktong Pass, Lieutenant Colonel Davis struck out into the mountains with a battalion, making a wide circle around the roadblocks. There were two mountain peaks held by the Chinese between him and Barber.

He could not take vehicles or heavy weapons. Two mortars and six machine guns were carried on the men's backs. Shells were carried in stretchers. In single file the battalion crept forward in the dark through knee-deep snow and bitter cold. Men lurched and fell; some had to be kicked to their feet—it would be so much easier to lie there and peacefully freeze to death.

They lost direction in the dark. The radio went dead. Davis tried to navigate by the stars, but in the ravines he could not see the stars. He fumbled with his compass and flashlight, then floundered to the head of the column to push it in the right direction. He was behind the Communists on the first mountain peak now. The mortars were set up. The machine guns opened on the startled Chinese. The Marines lumbered up the steep slope and reached the summit to bayonet the last of the enemy.

The men slumped in the snow and tried to eat their frozen rations. Officers and noncoms passed among them to keep them awake. Two men went crazy that awful night. They were strapped to stretchers in improvised straitjackets and carried forward. With dawn, the Marines buried their dead, then opened fire on the second mountain peak. Carrying their wounded, they charged down the opposite slope, up the second peak, and cleared it of Chinese.

They could see Fox Hill now and the Marines on it. Suddenly the radio came to life. It was Barber calling from his stretcher.

"Do you want me to send a patrol out to help you?"

Laughing and cheering, Davis's men

dashed across the valley and up Fox Hill. The two forces united. Barber and Davis watched the two regiments from Yudam-ni pass below them, neither knowing then that he would receive the coveted Medal for the fight on Fox Hill.

The First Division came down to the sea on December 10, came down with every truck, every jeep, every gun, and with the frozen bodies of their dead lashed to gun barrels. They had sustained 7,500 casualties, but they had smashed an army of ten or twelve divisions and had inflicted perhaps 37,500 casualties. They were ready to fight again in the new war that had started with the Chinese—ready to fight right away. Painted on the side of one of their tanks was the gay challenge, "Only 14 more shooting days until Christmas."

During the century that the Medal of Honor has been in existence, perhaps fifty million men have served in the armed forces of the United States, a few as life-long professionals, most as civilians turned into fighting men to repel a challenge to liberty. Of these many millions, only 3,155 have won the Medal of Honor. It has been awarded to one civilian by special act of Congress. Charles Lindbergh got it for making the first nonstop transatlantic plane flight.

What kind of men are these few who, out of many millions, have reached the very peak of the pyramid of honor? Some of them were old men; some were boys in their early teens. Some were rich; some were poor. Some were native Americans; some were foreign born. Some were white: some were black. Some were Christians; some were not. When it comes to honor, the greatest virtue that a man can have, no kind of a man is any better than any other kind.

Bravery is something that can be within anyone, regardless of age, or nationality, or color, or religion. A man is not born to it. He does not have to learn it. The men who are the bravest of the brave have but one thing in common. They are willing to put their duty to their country or the welfare of their comrades above their love for themselves. These are America's greatest heroes—the men, living and dead, whose names are inscribed on the roll of the Medal of Honor.

Dwight D. Eisenhower.

DWIGHT D. EISENHOWER

One of the most renowned leaders of our time is Dwight David Eisenhower, who has been acclaimed for his abilities as a leader in both military and civilian endeavors.

Born in Denison, Texas, in 1890, Eisenhower rose by persistent effort and constant demonstration of his fine leadership qualities to the honored position of President of the United States. He began his military career as a West Point Cadet and was commissioned as a second lieutenant in 1915. Active in training activities during World War I, he achieved the temporary rank of lieutenant colonel by 1918.

It was during the Second World War that "Ike" became a world-famous figure. In 1942 he joined the War Department General Staff and, later that same year, became the Allied Commander-in-Chief in North Africa. Constantly showing his miltary acumen and varied abilities, Eisenhower was promoted to the rank of General of the Army in 1944. In the same year, he was appointed Supreme Commander of Allied Forces in Europe. It was under his leadership that the Normandy invasion was successfully carried out and, subsequently, the Allied victory over the Axis powers.

Ike's popularity as a leader was probably unrivaled by any other military man during the days of the Second World War. This popularity stemmed from his constant devotion to duty; his sense of responsibility; and perhaps most of all, the great interest he took, no matter how busy he became, in the personal welfare of his troops. It was this combination of leadership and concern for the welfare of his men that made Dwight D. Eisenhower a hero in his own country and throughout the free world.

CHAPTER 18

LEADERSHIP STYLES

Of all the factors influencing the style of great leaders, the one that has most interested historians is the personality of the men themselves. A leader's style reflects his personality. His style is influenced by a combination of traits, habits, ideas, and behavior. All of these affect the image that the leader projects to the group and will affect his influence on the group. That is why the development of good traits and habits is important. There are attributes that the group expects its leader to have, and if they are lacking, the group will lack confidence in the leader.

As you study the great leaders, you will find how different their personalities were, and how their personalities affected their leadership styles. You should not compare leadership styles for the purpose of finding the perfect image of leadership that you can put on like a suit of armor and wear to conquer the world. It is futile to try to imitate the style of another individual, even if that person is successful and much admired. To effectively adopt the style of another person would require an assimilation of his experiences, values, and ideals. This is an impossible task. It is better to develop a style of your own that will reflect your own unique personality. You will learn from studying the great captains of history that there are many possible combinations of human strengths and frailties in the complex process of leadership.

COMPARISON OF LEADERSHIP STYLES

As you read the biographical sketches of a few of the great leaders of the world, you will notice many similarities of character traits, but there are also many differences. There are also many similarities and differences in the leadership styles of these men. There was the dynamic Alexander, who truly led by daring feats of physical courage; and there was Lincoln who led by strong moral courage and quiet, logical reason. All of these men had some military training along the way. Although it is not well known, Lincoln once served five months as captain of a company of militia which was organized when there was trouble in Illinois with Black Hawk, chief of the local Indian tribe.

An interesting thing about the generals—the career servicemen—is that all of them displayed exceptional skill as statesmen. Eisenhower was a popular and beloved President; MacArthur was the military governor of Japan during the United States occupation following World War II; Marshall was an ambassador and member of the Cabinet. This would suggest that some of the traits, techniques, and styles that are effective in military leadership are equally effective in civilian leadership. This is contrary to popular belief that military leadership requires only strong authoritarian behavior, and civilian leadership requires purely democratic behavior.

AUTOCRATIC VERSUS DEMOCRATIC LEADERSHIP

Autocratic leadership is centered around the leader. He has complete authority, makes all the decisions, and leads by command or direction. He is presumed to have superior knowledge or ability and to be better qualified to establish policies and procedures for accomplishment of the group goals. This kind of leadership is based on the assumption that only a few chosen "elite" are qualified to lead. Frederick the Great, the eighteenth century Prussian leader, was a magnificent personality of great integrity, but he was a ruthless autocrat who had contempt for the common soldier. His officers, however, enjoyed special status and privileges because they were considered the elite. Even some of the founding fathers of our country did not believe that the masses of the people were qualified to participate in self-government. Men like Alexander Hamilton and Thomas Jefferson believed that democracy meant government by a representative elite chosen from the educated, the wealthy, and the gifted. The Greek philosopher,, Plato, also believed in political leadership centered around the elite.

Democratic leadership is centered around the group. Authority rests with the group, and decisions are made by group participation. The leader is considered a part of the group and is accepted by the group. The leader's goals coincide with those of the group and he leads by consent rather than by command. Decisions are based more on the needs and welfare of the group than on the mission. The foundation of democratic leadership is the belief that people are happier and more productive when they are allowed to have a voice in the decision-making process of the group to which they belong. Laboratory experiments and industrial studies have been conducted which substantiate this belief, at least in certain situations.

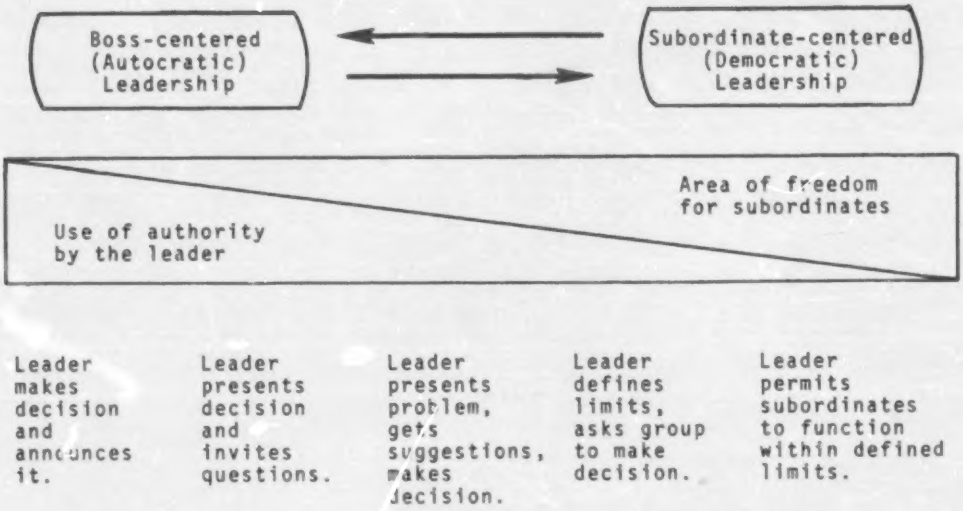
You can find many examples of autocratic and democratic leadership. When your school club meets to discuss a school or community service project, and everyone gets to make suggestions and recommendations about a suitable project, that is democratic leadership. When your parent tells you you must stay home and spend some time on your studies when you would rather attend a movie or go to a ball game, that is autocratic leadership.

AUTOCRATIC-DEMOCRATIC CONTINUUM

In determining the proper style of leadership, the leader will seldom find himself being completely autocratic or democratic. Robert Tannenbaum and Warren H. Schmidt, writing in the Harvard Business Review, presented a graph which suggests a continuum of possible leadership styles. (See figure.) The scale of possible styles between the extreme autocrat and the thorough democrat allows an infinite variety of methods by which the leader can make his decisions. The perceptive leader will adjust his style according to the situation and the group.

THE MILITARY LEADER

Many have pictured the military leader as an example of the extreme autocratic leader. The military leader commands from a position of authority within a "chain of command" that is not to be violated. The decision-making process centers around the commander


Boss-centered (Autocratic) Leadership
Subordinate-centered (Democratic) Leadership
Area of freedom for subordinates
Use of authority by the leader
Leader makes decision and announces it.
Leader presents decision and invites questions.
Leader presents problem, gets suggestions, makes decision.
Leader defines limits, asks group to make decision.
Leader permits subordinates to function within defined limits.

THE AUTOCRATIC-DEMOCRATIC CONTINUUM

Adapted from R. Tannenbaum and W. H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, March-April, 1958, Vo. 36, No. 2, pp. 95-101.

The Autocratic-Democratic Continuum.

who has been selected for his position of leadership because of special training and abilities, and is presumed to be better qualified than his subordinates to make the judgments and decisions that will affect the conduct of his unit in combat. The military leader cannot make his decisions based on the complete approval of his men, because the accomplishment of the mission will very often conflict with consideration for the welfare of the men. When this conflict occurs, the mission must take priority. Leadership under such conditions requires the practice of firm discipline and tests the commander's ability to motivate his men.

Because of this requirement for firm and sometimes harsh discipline in combat, many people have a stereotyped image of the military leader as a single-minded, inflexible autocrat. Although history reveals many brutal and ruthless military leaders, this image is not true of the modern American military leader. The leadership styles and techniques required in the modern military establishment are much the same as those employed in business, industry, and government. In fact, many of the management techniques used in business today were developed in the great industrial and military effort that was mounted when this country entered World War II. Many of the great generals who emerged from that war later distinguished themselves in other fields. General of the Army, George C. Marshall, after his army career, served as Secretary of State and Secretary of Defense. General of the Army Dwight D. Eisenhower, after his retirement from the army, served as president of Columbia University and later served two terms as President of the United States. The leadership techniques they learned in the military served them well as statesmen and diplomats.

The role of the military leader is more than that of a tactician and leader in combat. He must have communication skills such as writing, speaking, and teaching. He must be able to manage people and resources. And he must know how to solve problems. To handle all of these tasks the military leader must have a style that is flexible.

He can be neither totally autocratic, nor completely democratic. He must adjust his style to meet the situation and the group that he is leading. The quick decisions that a military commander makes in combat are probably more authoritarian than those he would make in the routine operation of his unit. In the heat of battle a company commander might have time only to make a decision based on his own judgment, issue an order, and see that it is obeyed to the letter. This same company commander, in a training situation, might discuss his plans with the platoon leaders, let them make suggestions, and arrive at a decision through a democratic process.

SETTING AND ACHIEVING GOALS

"Climb high, climb far
Your goal the sky
Your aim the star."

ANONYMOUS

Many people with an abundance of talent, energy, and enthusiasm fail to make any great achievements for one important reason: they fail to set any goals. Without definite goals they spend their energy chasing around in first one direction and then another without ever getting anywhere. Setting goals prevents this random expenditure of energy and enables you to concentrate on the things that are important.

Most people have aspirations or ambitions of a general nature. They want to be successful, financially secure, and happy. Some even have their sights set on a particular profession or career such as being a doctor, businessman, or engineer; but many do not achieve these aspirations because they fail to translate their desires into definite goals. Many who have their sights on long-range goals get sidetracked because they fail to set intermediate goals along the way. Others fail to reach their ultimate goals because they do not know how to set and use goals that are constructive, realistic, and specific.

Groups, like individuals, also need goals for effective group action. Without specific group goals, members will pull in different directions in pursuit of personal goals. This causes dissension and destroys group solidarity. The democratic group must find its own goals, but the bureaucratic group may have goals imposed upon it by higher authority. The leader of either group must develop skills in identifying these goals and keeping them in sight of the group.

PURPOSE OF SETTING GOALS

The setting of goals is an essential leadership technique. More failures in leadership can be traced to indirection than to lack of ability. To become a leader you must learn to use goals not only to direct your own activities, but to help you to influence the group. A group without goals is a group without purpose. It is impossible to get cooperation from a group unless they can identify and agree on group goals. The leader must be able to define these group goals and translate them into action by members of the group. If you are in a position of authoritative leadership, with goals or a mission imposed by higher authority, you must be able to inspire the group to accept the group goal or mission to the point that they will put it above their personal interests.

Setting goals not only helps you to identify individual and group needs, it determines the direction in which you must go to reach them. Without direction, you will arrive at your destination only by accident, if you reach it at all. Setting goals also saves time and energy. If you do not have clearly defined goals at the start of a project, you will encounter many false starts and wasteful detours. Such aimless and tiresome activity leads to discouragement and eventually to the abandonment of worthwhile causes.

Goals are also necessary to determine the means for their accomplishment. The cost of achieving a particular goal must be weighed against the benefits to be gained. The cost may be in time, energy, money, or material. Goals may be unrealistic if the necessary means are not available or if the individual or group is not willing to pay the cost. Pursuing unrealistic goals leads to disappointment and frustration.

Goals also help to maintain morale. If there is no goal in sight we get discouraged and are tempted to quit. Each year the Boston Marathon attracts hundreds of participants, most of them with no expectation of winning. They participate only for the satisfaction of finishing the grueling 26-mile race and the reward of a bowl of Irish stew. However, many of them will drop out long before the finish. The finish line is at the base of a tall building in downtown Boston. This building comes into view during the final quarter of the course, and most runners who make it that far are able to go on to the finish. The sight of that building standing in the distance, growing taller and closer with each step, gives strength and encouragement to the exhausted runners. Setting goals has the same effect on the individual or group. When you have your goal clearly in view and can see that you are getting closer, you are less likely to lose heart and quit before that goal is attained.

Goals are also necessary to measure progress. The only way to tell how you are doing is to measure your progress against some established goal or standard. If progress is unusually slow or if your goal is one that will take a long time to reach, you may have to set intermediate goals along the way. Achieving these intermediate goals is a measure of progress and helps to maintain your interest in the ultimate objective.

RULES FOR SETTING GOALS

Whether you are setting personal goals, identifying group goals, or getting the group to accept goals that are dictated from a source of authority, there are certain rules that you must follow to translate goals to action. The principles involved in the following rules for setting and using goals will serve you equally well whether you are setting goals for personal achievement or identifying group goals.

1. Goals should be constructive. Goals should be aimed at some constructive change that is desired. This might be some improvement of personal habits or behavior, or some constructive change for the benefit of school or community.

2. Goals should be specific. Goals should be described in detail. If goals are too broad or vague, it is difficult to "zero in" on them. They should also be described in terms of some specified action or behavior required to reach the goal.

3. Goals should be realistic. Do not strive for perfection in all things. This can lead to frustration. Select goals that you can reasonably expect to accomplish.

4. Goals should be stated in a positive manner. Instead of saying, "I am not going to be late for practice anymore," say, "I am going to be on time for practice."

5. Goals should have a time schedule. If there is no time schedule for achieving goals there is no sense of urgency, and it is easy to procrastinate and put off positive action to some indefinite time in the future.

RULES FOR SETTING GOALS

1. Goals should be constructive.
2. Goals should be specific.
3. Goals should be realistic.
4. Goals should be stated in a positive manner.
5. Goals should have a time schedule.

Here is an example of how to use these rules for setting goals: Suppose you want to establish a goal pertaining to your own physical fitness. If you chose to improve your physical fitness for a specific reason, such as improving your general health or improving your athletic ability, this would certainly be a *constructive* goal. You would want to describe your improvement in a *specific* way, so you could describe it according to some standard by which you could measure your progress. For example, you could state your goal as improvement of your physical fitness to the standard necessary to pass the Marine Corps Youth Physical Fitness Test. You would want your goal to be *realistic*, so you might not want to shoot for the maximum score on the test right away. As a *positive* statement of your goal you would not say that you will "try to pass the Marine Corps Youth Physical Fitness Test," but rather, "I will exercise daily using Marine Corps physical fitness programs until I can pass the Marine Corps Youth Physical Fitness Test." This not only describes the action required, it describes the standard of performance. In order to lend urgency to your goal, you need to set a *time schedule* for accomplishment. You could do this by adding one sentence to your statement: "I will accomplish this goal by the end of this school year." Putting it all together, your goal would be stated this way: "I will exercise daily using Marine Corps Physical Fitness programs until I can pass the Marine Corps Youth Physical Fitness Test. I will accomplish my goal by the end of this school year." This statement adheres to all the rules for setting goals. It describes a constructive activity; it is specific in terms of the action required and the standard by which it will be measured; it is realistic and within your capability to achieve; it is a positive statement; and you have established a time schedule for meeting your goal. You may use these same rules to describe other goals, both personal and group goals.

USING GOALS

Although goals should be constructive, they are not intended to be ends unto themselves. It is not the goals themselves that are important, but the actions that are required to pursue them. Their purpose is to stimulate action on your part. Goals are necessarily limited.

It is never possible to achieve all of the things that you desire. Goals themselves change. When one important goal in life is reached, there are others waiting to take its place. Don't become a slave to your goals to the point that they become an obsession that keeps you from enjoying the little satisfactions along the way. Use goals to make each day purposeful. Take a hint from that old slogan of one of the large steamship lines, "Getting there is half the fun."

SET PRIORITIES

Don't be too ambitious with the use of goals. Set priorities for accomplishing your goals. If you try to accomplish too many things at one time, you are not likely to have much success with any of them. You might want to take a hint from Benjamin Franklin. When Franklin was a young printer in Philadelphia, he devised a method that helped him to acquire the essentials of successful living. He chose a list of personal qualities he thought it necessary for him to improve and try to master. His list included thirteen subjects which he arranged in order of importance to him. He then applied himself to the task of concentrating on each subject, one at a time. He didn't try to master all of them at once. After a period of concentration on one subject, he would move down the list to the next one. When he completed the cycle, he would start at the top and go through the list again. This method must have worked very well for Franklin. Although he had only two years of formal schooling, he is considered one of the best educated men who ever lived. Franklin's list included only thirteen subjects. They are listed below in the same order in which he arranged them. They may give you some ideas for setting your own goals and priorities.

1. Temperance.
2. Silence.
3. Order.
4. Resolution.
5. Frugality.
6. Industry.
7. Sincerity.
8. Justice.
9. Moderation.
10. Cleanliness.
11. Tranquility.
12. Chastity.
13. Humility.

VISUALIZATION

When you have established your goals and priorities, there is one more requirement for successful use of goals to stimulate action. You must be able to visualize the achievement of your goals. This is a form of positive thinking that makes your goals loom within reach. By continually thinking of yourself succeeding, you develop an attitude that leads to accomplishment of your goals. Project yourself into the future and think of yourself enjoying the benefits of your achievement. Such a mental picture will bolster your self-confidence and contribute to your positive attitude. Whatever you can conceive in your mind you can accomplish.

SUMMARY

Talent and ambition are not sufficient in themselves to guarantee successful leadership. They must be given the direction and purpose of well-defined and constructive goals. These goals must be realistic and you must set priorities and time schedules for reaching them. The ability to visualize your goals helps to keep you on target by reminding you of the benefits you will receive when you reach your objective. The leader does not depend upon others to direct his activities. He directs his own activities by setting and achieving constructive goals.

Sir Winston Churchill.

SIR WINSTON CHURCHILL

Winston Churchill was one of the most dynamic figures in British history. He was an aristocrat who declined nobility to serve for half a century in the House of Commons. Twice he served as Prime Minister. He is given credit for rallying the British people to throw back the threat of Nazi invasion during the Battle of Britain.

Churchill was born at Blenheim Castle in 1874, son of Lord and Lady Randolph Churchill. His mother was American and his father was son of John Churchill, first Duke of Marlborough. A poor student as a boy, young Churchill was at the bottom of his class at boarding school. He was more interested in playing with toy soldiers than studying. He thoroughly loathed school, seeing no use at all for Latin, Greek, or mathematics. Although he wanted to enter the army, he had difficulty passing the entrance exams for Sandhurst, the officers' training school. Twice failing the exams, he finally succeeded, after much tutoring and extensive cramming.

He was a dashing, daring, swashbuckling young cavalry officer who learned to ride and became an expert polo player. His horsemanship served him well during two years in India where he fought in the Mamund Valley, and later against the rebelling Pathan tribes in the Khyber Pass. During this time he had discovered what a poor education he had, and began to read voraciously and started to polish his command of the English language by sending dispatches to a London paper describing the action.

He next volunteered for service in Egypt with General Kitchener's expedition to the Sudan to suppress the rebellious forces of the Khalifa. In the battle of Omdurman, he led a cavalry charge of the 21st Lancers against the sword-wielding dervishes. The battle lasted for five hours, and Winston was in the thick of it. Once, he found himself cut off from his own forces and surrounded by the swirling dervishes. He fought his way out with his pistol and trusted pony, and established a reputation for courage and audacity under fire.

After an unsuccessful campaign for Parliament, he went off to South Africa to cover the Boer War as a correspondent. He was captured by the Boers and held captive for three weeks, until he managed to escape by a combination of daring, ingenuity, and luck. When he returned to England, he was hailed as a national hero, and at the age of twenty-seven, he was elected as a Conservative to the House of Parliament. He devoted the rest of his life to politics, and was well known as an eloquent and enthusiastic orator. He always seemed at his best in time of crisis. He continued to study military affairs and held the cabinet posts of First Lord of the Admiralty, Minister of Munitions, War Minister, and Air Minister. As Lord of the Admiralty he created the Royal Air Force and directed the development of [illegible] tank to combat the German machine guns and turn the tide of trench warfare in World War I. In 1924, the boy who could not understand mathematics became Chancellor of the Exchequer. He held that post until 1929 when he retired from public life for ten years to write, paint, and continue to cultivate his mind.

When the scourge of Nazi Germany appeared and threatened to devour all of

Europe and the British Isles, the British people turned to Churchill to see them through the crisis. When Churchill became Prime Minister, he faced a grim and imperiled nation. Hitler's Blitzkrieg of planes, tanks, and storm troops was rolling through Poland and was about to smother Belgium and Holland. Churchill's finest hour was to come in those dark days during the "Battle of Britain" when London was under the blitz of the Luftwaffe, and the threat of invasion from the sea. With only a handful of fighter aircraft and an ill-equipped defense force, Britian was facing the most powerful war machine that had yet emerged in the history of warfare.

This powerful and dangerous threat did not shake Churchill's confidence or courage. He stood as an invincible lion when he told the House of Commons:

> We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight in the seas and oceans . . . we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets . . . we shall never surrender . . .

Under Churchill's courageous leadership, the Nazi threat to the British Isles was turned back. He alone, it appears, could have maintained his optimism and confidence in the face of such odds. He never once thought of defeat. His determination and stubborn tenacity rekindled the spirit of his people and enabled them to endure the hardships of war and emerge victorious. He pulled them through by bringing forth the leadership qualities that were needed for the occasion—Courage, forcefulness, determination, and confidence.

CHAPTER 20

THE NONCOMMISSIONED OFFICER*

The noncommissioned officer occupies an important position in the Marine Corps. His status puts him in close contact with the enlisted men and enables him to exercise close supervision and control over their performance of duties. Having served in all the enlisted grades below his own, he is familiar with the duties and responsibilities of the men junior to him and can instruct, advise, and counsel them in the proper performance of their assigned duties. His experience enables him to detect problems that arise in the unit and take corrective action before small problems become big ones.

One of the most important functions of the Marine NCO is setting the example for other Marines to follow. The Marine NCO is expected to demonstrate the highest standards of appearance, military bearing, conduct, and discipline.

ORIGINS AND DEVELOPMENT OF THE NCO

Noncommissioned officers are as old as war itself. The book of Deuteronomy speaks of "captains of fifties and captains over tens" among the forces of Moses. The smallest tactical unit in the Roman Legion was commanded by a *centurion*, who was a kind of Roman gunnery sergeant.

During the Middle Ages, after the fall of Rome, there were no organized armies as the Romans knew them or as we know them today. However, as soon as the first elements of modern military organization appeared during the 14th century, the noncommissioned officer reappeared.

The *condottieri*, or mercenary French, Swiss, and Italian soldiers—professionals who served under the colors of any state that would pay and feed them—were the first modern military units. It was in these companies that the ranks of sergeant and corporal came into being.

In 1773 when Baron von Steuben, Prussian advisor to the Continental Army, wrote his *Regulations for the Order and Discipline of the Troops of the United States*, he included the following:

> The choice of noncommissioned officers is an object of the greatest importance: The order and discipline of a regiment depends so much on their behavior, that too much care cannot be taken . . . honesty, sobriety and a remarkable attention to every point of duty, with a neatness in their dress are indispensable requisites; a spirit to command respect and obedience from the men, an expertness in performing every part of the exercise, and an ability to teach it are also absolutely necessary.

Von Steuben's attributes for a noncommissioned officer can be boiled down to *character, attention to duty, loyalty, command presence, professional skill*, and *ability to instruct*. They are as valid today as they were at Valley Forge.

After the Civil War, the United States entered an era in which military opera-

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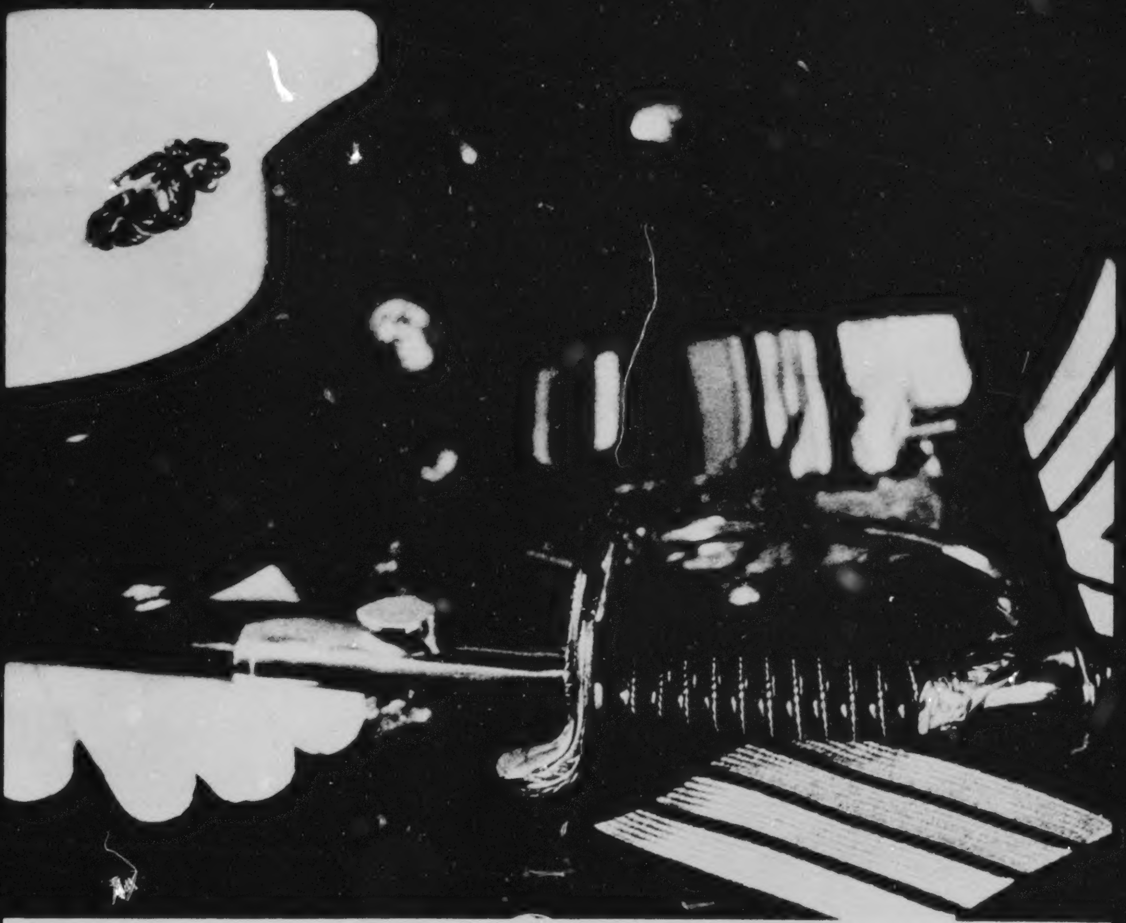
*Adapted by permission of the publisher from *Handbook for Marine NCOs*, by Col. Robert D. Heinl, Annapolis, Md.: United States Naval Institute, 1970.



tions became technically complex. The repeating rifle, Gatling gun, and fieldpiece required technical specialists to maintain and repair them. In the West the Army was dependent upon an elaborate supply system to maintain outposts. It was no longer possible for soldiers to live off the land or the community. Therefore, specialists in the area of supply and messing were also required. As men demonstrated unusual technical skills and accepted responsibilities, they were rewarded by being promoted to noncommissioned officer ranks, with added pay and privileges.

World War I saw the advent of the tank and airplane in the military arsenal, and with them came additional technical requirements. World War II, the Korean War, and the Vietnamese conflict each saw the introduction of increasingly complex weapons systems and communications equipment that required highly trained specialists to operate and maintain. The responsibility for keeping all of this machinery in operation rests largely on the shoulders of the noncommissioned officers.

PURPOSE OF THE NCO GRADES

There are five main purposes for the existence of NCO grades in the Marine Corps:

1. To decentralize authority in an orderly structure down to the smallest element in an organization.
2. To provide links between commanders and the enlisted men.

3. To provide a senior enlisted advisor—a platoon sergeant, a first sergeant, or a sergeant major—for each commander.
4. To afford avenues for advancement whereby enlisted men may realize their full potential as leaders.
5. To recognize and reward outstanding technical and military skills.

A veteran British Officer, Reginald Hargreaves, sums up the purpose of the NCO this way:

"The NCO exists to teach the soldier the detail of his business and to cushion those contacts between officer and man which would lead to disillusionment on both sides."

STATUS AND AUTHORITY

The responsibilities of the noncommissioned officer are much the same as those of the commissioned officer, and he will very often act in the name of his commander. To enable him to fulfill these responsibilities, the noncommissioned officer has status, authority, and the direction and support of officers appointed over him.

Status. The status of the noncommissioned officer represents his position or organizational rank. It is important that the position of the NCO be protected. His seniors should not violate the chain of command or allow others to do so without sufficient reason. No officer should, by virtue of rank, assume the responsibilities that rightly belong to the NCO. Passing by the NCO to deal directly with his subordinates violates the very purpose of having NCOs. Subordinates, likewise, should not be permitted to go over the head of the NCO to the commander. Either of these actions represents a threat to the NCO's position and lessens his authority.

The noncommissioned officer's duties should be commensurate with his grade and experience. They should not be of the kind that is performed by enlisted men of lesser grade. This would reduce all men to the same level and detract from the status of the NCO.

Noncommissioned officers should always be addressed by their rank, by enlisted men and officers alike. Military titles are the exclusive property of military personnel and it is customary to use them to give status. Use of first or last names carries no distinction of grade or rank and may be misunderstood.

PURPOSES OF NCO GRADES

1. Decentralize authority.
2. Provide links between commander and enlisted men.
3. Provide a senior enlisted advisor for commander.
4. Afford avenues for advancement.
5. Recognize and reward outstanding skills.

Authority. The NCO must have authority to make the decisions required to carry out his responsibilities. Once an NCO is given a job to do, he should have authority to make decisions as to how it will be done. Nothing hampers the development of leadership in NCOs so much as having seniors make all the detailed decisions for them. This puts the NCO in a position of responsibility without control over the operation.

The NCO looks to his officers for direction and support. The officer should always uphold the NCO's status and authority. The officer should always be accessible to his NCOs, but their relationship should be professionally formal in all respects. An officer should regularly review and evaluate the work of his NCOs. He should counsel them constructively about their weaknesses and praise them for their achievements. He can also gain their confidence by discussing problems with them, respecting their experience and judgment, and recognizing them as key men on the team.

THE MARINE NCO

The Marine Corps takes justifiable pride in its noncommissioned officers and affords them responsibility probably greater than any other branch of service. The noncommissioned officers of the Corps have always lived up to this trust and confidence.

The history of the Corps is studded with the names of great noncommissioned officers: Hayes, Quick, Daly, Basilone, Diamond, Fisher, Janson, Schriver, Stockholm, and Wilson, to name but a few. Many outstanding Marine officers were outstanding NCOs before they were commissioned. Among these are Cukela, Puller, Crowe, Hanneken, Berkeley, Comminskey, and Thomas.

Most military histories identify the generals who won battles, but as the names listed above will testify, Marine Corps history has also identified and immortalized the noncommissioned officers who made these victories possible. The Marine Corps recognized its NCOs as the foundations on which the Corps is built and never forgets them.

The Marine noncommissioned officer is expected to be not only proficient in his job, but also capable as a planner, manager, and teacher. He must maintain a high standard of conduct, courtesy, and personal appearance. His knowledge must encompass such things as human relations, leadership techniques, military law, customs and courtesies, and the history and accomplishments of the Marine Corps. He must accept full responsibility for the supervision of personnel and for the proper custody, care, and safekeeping of property or funds entrusted to him.

SELECTION

Marine Corps noncommissioned officers are selected from the ranks of enlisted men who have demonstrated by their performance that they have the ability to lead other Marines. The Commandant of the Marine Corps periodically convenes selection boards composed of officers and senior noncommissioned officers to select those Marines considered best qualified for promotion. These selection boards consider every eligible Marine in light of his entire record and evaluate him in comparison with others against a list of basic qualifications for promotion. The qualifications that are considered include the following:

Experience. Combat; varied assignments; special responsibilities assignments demanding leadership, imagination, and initiative.

Achievement. Awards and commendations for meritorious service; education courses completed; military courses completed; and superior performance of duties.

Growth Potential. Ability to perform in next higher grade; self-improvement efforts; scholastic record; and recommendation of superiors.

Military Proficiency. Qualification in marksmanship, swimming, physical fitness, and other military skills.

Leadership. Ability to handle enlisted personnel, tactically and routinely; successful performance of duty requiring a high order of responsibility and leadership.

EDUCATION AND TRAINING

To meet these high qualifications requires special education and training beyond that received during recruit training and that acquired on the job. Marines are encouraged to continue their education and training and are provided many means through which to meet the qualifications for advancement through the NCO ranks. Marines may attend special schools to improve their military skills, or they may attend off-duty courses to increase their general education. Tuition assistance programs enable Marines to continue their education at the college level. Major commands throughout the Marine Corps have noncommissioned officer schools where NCOs receive intensive training in leadership techniques and responsibilities of their grade. This education and training is considered vital to the development of an enlightened corps of noncommissioned officers to maintain the traditional high standards of the Marine Corps.

THE CADET NONCOMMISSIONED OFFICER

Cadet noncommissioned officers, like their Marine counterparts, will be selected from those who demonstrate by their motivation, achievements, and proficiency in military subjects that they have a desire to lead. When you sew on the chevrons of the cadet NCO, you will assume a position of leadership and influence. The stripes on your sleeve will identify your position of authority. You will know that your fellow cadets and instructors have confidence in your ability and leadership potential. Other cadets will address you by your rank, and they will look to you to set the example for them to follow. You will be watched by the other cadets, especially the new cadets, to see how you dress, march, and behave in uniform. You will find that the attitude you display will soon be the attitude your squad or platoon displays. For this reason, if for no other, you should know the responsibilities of a cadet NCO. Knowledge of your responsibilities will enable you to accomplish your duties and at the same time set a good example for those who look to you as their leader.

RESPONSIBILITIES OF THE CADET NCO

The responsibilities of the cadet noncommissioned officer parallel those of the Marine NCO. They differ only in degree and scope. Of course the cadet NCO's authority does not extend beyond activities of the unit, but his attitudes and behavior at all times will influence his role as a leader. It is impossible to list every act that the cadet NCO will perform or everything for which he will be held responsible. However, the following list of general responsibilities will give you an idea of what you will need to do when you are selected as a cadet NCO.

1. **Know your job.** You should begin at once to learn thoroughly not only the duties of your present grade, but those of the next higher grade. You can do this by studying, observing, asking questions, and talking with cadets and instructors.

RESPONSIBILITIES OF THE CADET NCO

1. Know your job.
2. Carry out assignments promptly.
3. Use initiative and resourcefulness.
4. Keep seniors informed.
5. Know cadet regulations and follow them.
6. Lead and teach drill and ceremonies.
7. Maintain high standards of conduct.
8. Be a good instructor.
9. Deal fairly and impartially with your men.
10. Be unselfish.

2. **Carry out assignments promptly.** When told to do something, do it. Your senior will expect you to be capable of executing duties with a minimum of supervision.

3. **Use initiative and resourcefulness.** Do not wait to be told to do things that you know need to be done. Use your imagination to find the best way to do a job.

4. **Keep your seniors informed.** Know when to handle matters yourself and when to refer them to your seniors, but always make sure the man above you knows what you are doing.

5. **Know cadet regulations and follow them.** Do not become lax or allow your men to become lax in discipline or practice of customs and courtesies.

6. **Lead and teach drill and ceremonies.** Become thoroughly familiar with movements and commands. Learn to observe carefully and correct mistakes or imprecise execution of movements.

7. **Maintain high standards of conduct.** Your actions—in and out of uniform, on and off school grounds—reflect the JROTC and the Marine Corps. Set a good example and live up to the proud tradition that you have inherited.

8. **Be a good instructor.** Learn and practice the techniques of military instruction. Assist, supervise, and correct subordinates in matters of dress, conduct, courtesy, and performance of duty.

9. **Deal fairly and impartially with your men.** Be consistent. Do not play favorites.

10. **Be unselfish.** Put the welfare of your unit, your men, your job, and the JROTC above personal interests.

Your responsibilities as a cadet NCO should not interfere with your other school duties. The lamp of learning on your rank insignia is a reminder that getting an education is still your primary occupation. Experience of the Marine Corps and its JROTC has shown that acceptance of responsibility is closely related to maturity. Becoming a cadet NCO will give you a head start on your non-cadet friends. You will be gaining experience and practice in leadership and management that many do not get until they are out of school for several years. The qualities you must display to become an NCO are the qualities that will make you a better student and a better citizen.

PASS IN REVIEW!

Leadership is a dynamic process with many complexities. There have been many approaches to the study of leadership and the teaching of leadership education. As you consider what you have learned about leadership education in the MCJROTC you may find the following questions good for discussion and review!

a. What are the three essential elements that are present in a leadership situation?

b. Discuss the "great man theory."

c. What are leadership traits? Discuss some of the attributes of a leader.

d. How would you compare the leadership traits and styles of Abrham Lincoln with those of Alexander the Great? What traits did you admire most in each man?

e. How does democratic leadership differ from autocratic leadership?

To be an effective leader requires a basic understanding of the effects of attitude and discipline. Consider the following questions on attitude and discipline.

a. Why is attitude important in leadership?

b. What is discipline? How does military discipline differ from civilian discipline? Why?

c. What is self-discipline?

d. Discuss rewards and punishments.

Positive attitude is a powerful motivating force. The leader who has a positive attitude and can convey this attitude to his men will be an effective leader.

a. Why is it easier to make judgments than to have creative thoughts?

b. What are some of the techniques you can use to stimulate positive thinking?

c. What was the secret that Frank Bettger used to raise himself from failure to success?

d. Describe the behavior of a confident person.

The moral aspects of leadership involve the responsibility of the leader to abide by standards of conduct and set an example for his followers.

a. What are ethics? What is a moral code?

b. What is the basis for a moral code?

c. Why do moral codes differ from time to time and from one society to another?

d. What is the military code? Why must we have a military code in a democratic society?

e. What are some of the moral conflicts in our society today?

The noncommissioned officer is often called the "backbone" of the Marine Corps. This reflects both the quality and the importance of these men who wear the chevrons.

a. What is the function of the noncommissioned officer in the military?

b. Discuss the status and authority of the noncommissioned officer.

c. How are noncommissioned officers selected in the Marine Corps? What are some of the qualifications for becoming a noncommissioned officer?

d. Why should noncommissioned officers always be addressed by their rank?

e. What are some of the responsibilities of the cadet noncommissioned officer?

f. Why is it important to adhere to the chain of command in a military unit?

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ADVENTURES IN LEADERSHIP

PART THREE

MILITARY DRILL AND FITNESS

CHAPTER 21

MILITARY DRILL

Military drill originated as a means for a commander to maneuver armies on the battlefield. This enabled him to mass his foot soldiers at the proper time and place, in the proper formation to meet the enemy. These formations and maneuvers enabled the warriors to make the best use of swords, lances, and shields in a closeknit, mobile war machine. The wise commander learned that a well-disciplined, well-drilled army had a decided advantage over an undisciplined, disorganized army. The day of massed armies slugging it out shoulder to shoulder with sword and bludgeon is long past and infantrymen no longer advance on line to fire volleys of musket balls at one another. Nevertheless, drill is still a valuable part of military training today.

PURPOSE OF CLOSE ORDER DRILL

The military commander uses close order drill for a number of reasons. For practical purposes, he uses drill to move his unit from one place to another in a standard, orderly manner, and to provide simple formations from which combat formations may be readily assumed. In training he uses drill to instill habits of precision and automatic response to orders. The exercise of drill also gives junior officers and noncommissioned officers experience in giving commands and controlling troops.

Bands, drum and bugle corps, and drill teams employ drill as a form of entertainment to add color and pageantry to parades, celebrations, athletic contests, or other special occasions. To members of these performing groups it might be considered a form of recreation.

The practice of drill requires mental and physical discipline and is a good method for teaching these traits. It also generates cooperation, teamwork, and group spirit in a unit that is striving for perfection in the precise skills of precision drill. With the achievement of a high degree of perfection in drill comes a sense of accomplishment and pride. As a Marine Corps JROTC cadet you will experience many of these benefits, but most important of all, you will develop poise, confidence, and decisiveness through the practice of drill and drill leadership.

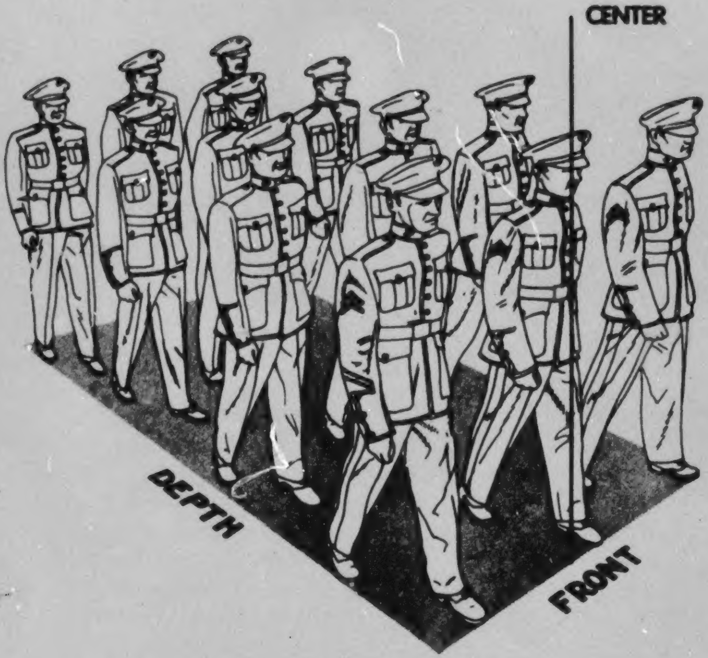
GLOSSARY OF DRILL TERMS

The following list of definitions of terms and expressions used in close order drill will provide a convenient reference as you study the formations and movements described in the following sections of this chapter.

Element. An individual, squad, section, platoon, company, or other unit which is part of a larger unit.

Formation. Arrangement of elements of a unit in line, in column, or in any other prescribed manner.

Line. A formation in which the elements are abreast, except that a section or platoon is in line when its squads are in line and one behind the other.



Center, depth, and front.

Column. A formation in which elements are placed one behind the other, except that a section or platoon is in column when its squads are in column and abreast.

Flank. The right or left extremity of a unit, either in line or in column. The element on the extreme right or left of the line. A direction at a right angle to the direction an element or a formation is facing.

Depth. The space from head to rear of an element or a formation. The depth of a man is considered to be 12 inches.

Front. The space occupied by an element or a formation, measured from one flank to the other. The front of a man is considered to be 22 inches.

Distance. Space between elements in the direction of depth. Between individuals, the space between your chest and the person to your front. Between vehicles, the space between the front end of a vehicle and the rear of the vehicle to its front. Between troops in formation (either on foot, mounted, or in vehicles), the space from the front of the rear unit to the rear of the unit in front. Platoon commanders, guides, and others whose positions in a formation is 40 inches from a rank are, themselves, considered a rank. Otherwise, commanders and those with them are not considered in measuring distance between units. The color guard is not considered in measuring distance between subdivisions of the unit with which it is posted. In troop formations the distance between ranks is 40 inches.

File. A single column of men or vehicles, one behind the other.

Interval. The lateral space between elements on the same line. Interval is measured between individuals from shoulder to shoulder and between vehicles from hub to hub or track to track. It is measured between elements other than individuals and between formations from flank to flank. Unit commanders and those with them are not considered in measuring interval between elements of the unit with which it is posted. Normal interval between individuals is one arm's length. Close interval is the horizontal distance between shoulder and elbow when the left hand is placed on the left hip.

Rank. A line of men or vehicles placed side by side.

Alinement. The dressing of several elements on a straight line.

Base. The element on which a move is regulated.

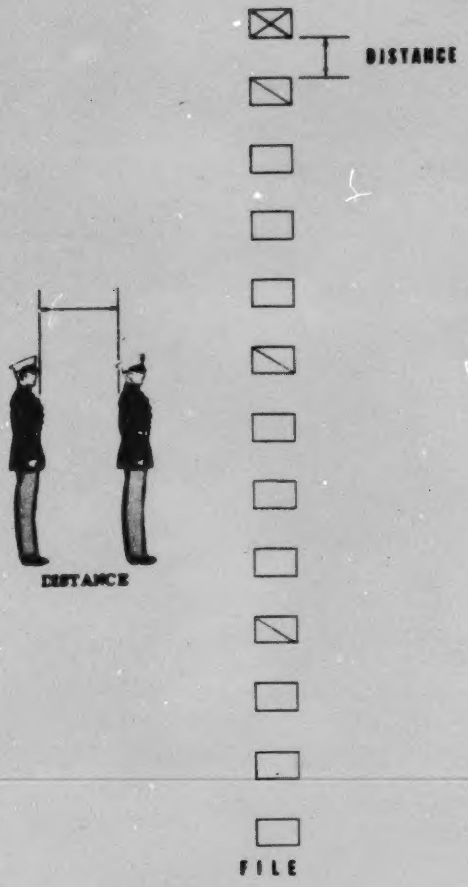
Guide. The individual (base) upon whom a formation, or elements thereof, regulates its march. To guide; to regulate interval, direction or alinement; to regulate cadence on a base file (right, left, or center).

Center. The middle point or element of a unit or left center element for an even number of elements.

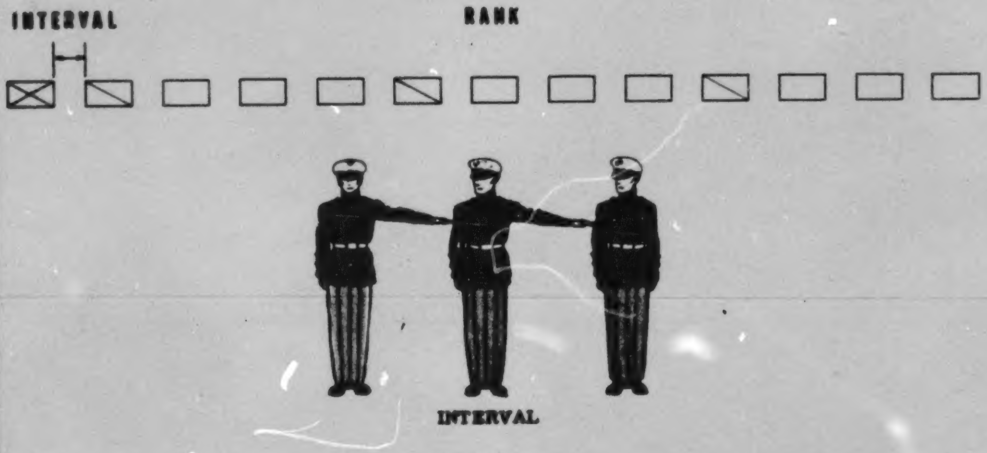
Head. The leading element of a column.

Pace. The length of a full step in quick time—30 inches.

Step. The distance from heel to heel between the feet of a marching man.



File and Distance.



Rank and Interval.

The half step and back step are 15 inches. The right and left steps are 12 inches. The steps in quick and double time are 30 and 36 inches, respectively.

Cadence. A rhythmic rate of march at a uniform step.

Quick time. Cadence at 120 steps per minute. It is the normal cadence for drills and ceremonies.

Double time. Cadence at 180 steps per minute.

Slow time. Cadence at 60 steps per minute. Used for funerals only.

Mass formation. The formation of a company or larger unit in which the major elements are in column at close interval and abreast at close interval.

Piece. An individual firearm such as a rifle, carbine, or automatic rifle.

Snap. In commands or signals, the quality that inspires immediate response. In drill, the immediate and smart execution of a movement.

GENERAL RULES FOR DRILL

1. While marching, guide is always maintained toward the right, except:

    a. Upon command **GUIDE LEFT**, or **GUIDE CENTER**, guide is maintained toward the left, or center, as the case may be, until such time as another command reestablishes the direction of alinement.

    b. Regardless of the direction in which alinement is established, at the command of execution for a drill movement involving marching, the direction toward which alinement is obtained is the flank toward which the movement is made. Upon completion of the drill movement, alinement will be in the direction established prior to commencing the movement.

2. Slight changes in direction are made by adding "Half" to the preparatory command for turning or column movements; for example, **Column Half Right (Left)** changes direction 45 degrees. For changes of direction less than 45 degrees, the command is **INCLINE TO THE RIGHT (LEFT).**

3. Men in a squad are numbered from right to left in line and from front to rear in column. Squads in a platoon are numbered from front to rear in line and from left to right in column.

4. Whenever drill movements are executed while troops are marching, the command of execution **MARCH** is given as the left foot strikes the ground if the movement is to the left; and as the right foot strikes the ground if the movement is to the right.

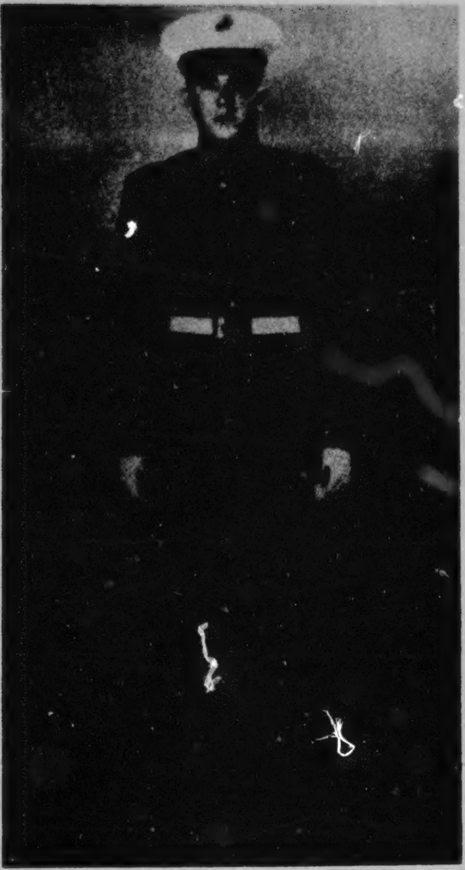
INDIVIDUAL MOVEMENTS

The individual drill movements must be mastered by each cadet. The key to precision drill is the manner in which each man performs his individual movements. If every man in the unit makes his moves sharply and precisely, the effect is very impressive. It also reflects favorably on the teamwork, confidence, pride, and esprit of the unit.

POSITIONS

Attention. The position of attention is the basic military position. It indicates you are alert and ready for instructions. Come to attention with smartness and snap at the commands **FALL IN** or **ATTENTION.** Thereafter, move only as ordered until given **AT EASE, REST, FALL OUT,** or **DISMISSED.** To come to attention:

1. Bring your left heel against the right.
2. Turn your feet out equally to form an angle of 45 degrees.
3. Your legs should be straight but not stiff at the knees.
4. Keep your hips and shoulders level and your chest lifted.
5. Your arms should hang naturally, thumbs along the trouser seams, palms facing inward, and fingers joined in their natural curl.



Position of Attention.

6. Keep your head and body erect. Look straight ahead. Keep your mouth closed and your chin pulled in slightly.

Rest Positions. There are four rests for halted troops. They are parade rest, at ease, rest, and fall out. All are executed from the position of attention.

Parade Rest. The command is **Parade, REST.** It is executed in one count. At the command **REST,** move your left foot smartly 12 inches to the left. Both legs should be straight so your weight rests equally on each foot. At the same time join hands behind your back, right hand inside the left, palms to the rear just below the belt, right hand loosely holding the left thumb, fingers extended and joined. Do not move, and do not talk. Hold your head and eyes at the position of attention.

At Ease. The command is **AT EASE.** It is executed in one count. At the command keep your right foot in place. You may move your left foot and assume a comfortable stance, but must not talk. You may also be given this command when not in ranks. In this case it means cease talking but continue whatever you were doing before the command.

Rest. The command is **REST.** It is executed in one count. At the command you may move and talk, however, keep your right foot in place.

Fall Out. The command is **FALL OUT.** At the command, leave your position in ranks, but remain nearby. When **FALL IN** is given, go back to your place in ranks and come to attention.

Eyes Right (Left). The command is **Eyes, RIGHT (LEFT).** It may be given at a halt or while marching. The command to turn your head back to the position of attention is **Ready, FRONT.**

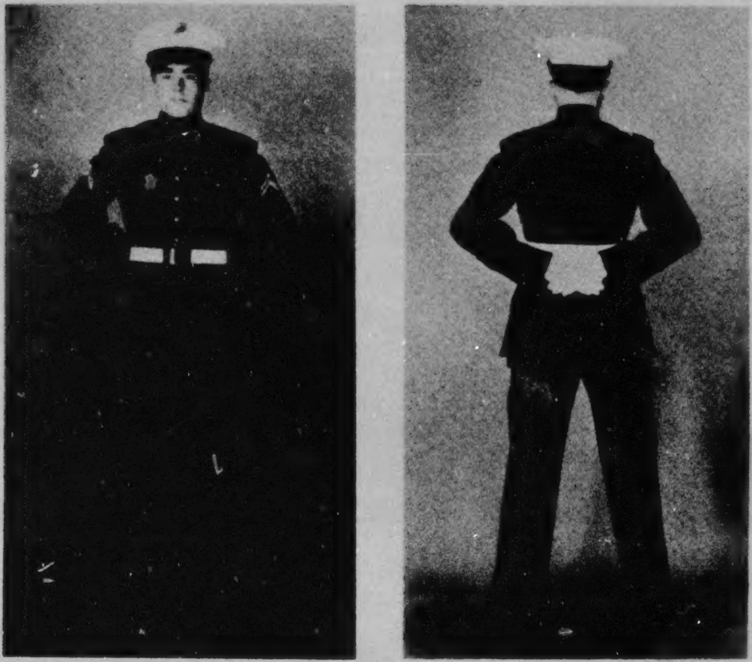
When **Eyes, RIGHT (LEFT)** is given, turn your head smartly and look 45° to the right (left).

On the command **FRONT,** turn your head and eyes back smartly to the front. During reviews at which the reviewing officer troops the line, **Ready, FRONT** will not be given after **Eyes, RIGHT.** At such ceremonies turn your head and eyes smartly toward the reviewing officer upon the command **RIGHT.** As he passes to the left, follow the reviewing officer with your head and eyes until you are looking directly to the front.

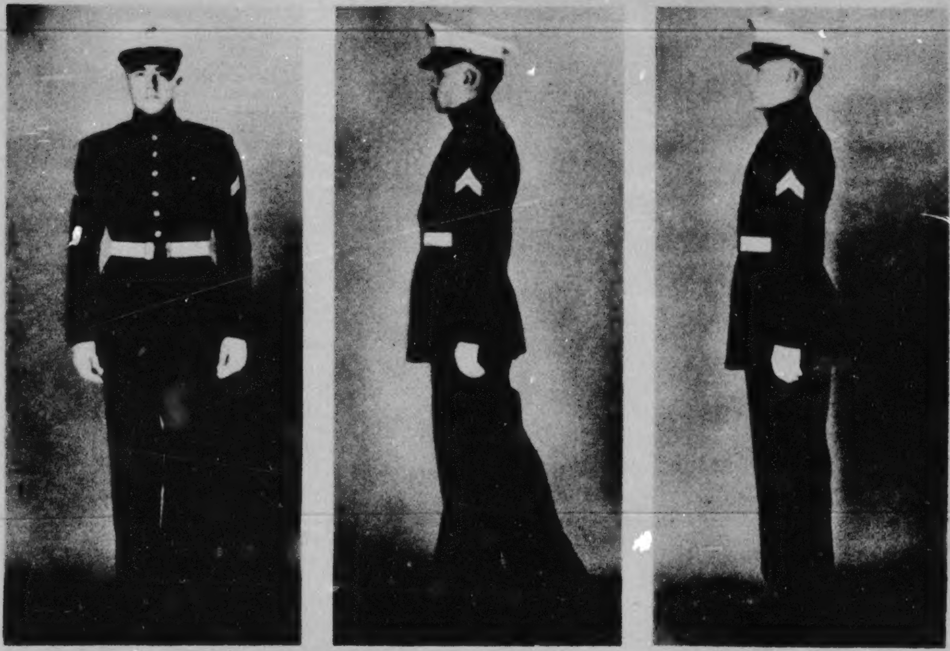
FACING MOVEMENTS

Facing movements are executed in the cadence of quick time. While facing, your arms should not swing out from your sides, but remain in place with thumbs along trouser seams.

Right Face. Right face is a two-count movement.



Parade Rest.



Right Face.

ONE—At the command **FACE**, raise your left heel and right toe slightly. Turn to the right on your right heel and left toe.

TWO—Place the left foot smartly beside the right in the position of attention.

Left Face. Left face is executed in the same manner described above, but in the opposite direction.

About Face. About face is a two-count movement.

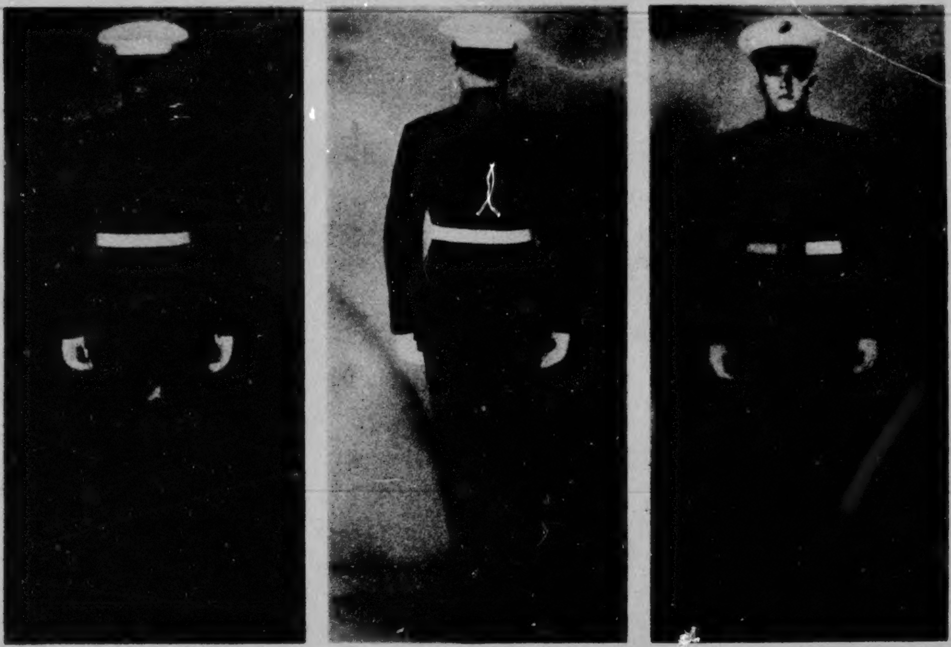
ONE—At the command **FACE**, place your right toe half a foot's length behind and slightly to the left of your heel. Do not change the position of your left foot. Rest most of your weight on the left heel.

TWO—Turn smartly to the right until facing rear. The turn is made on the left heel and ball of the right foot. If your right toe is placed properly in the beginning, your heels should be together when the turn is completed.

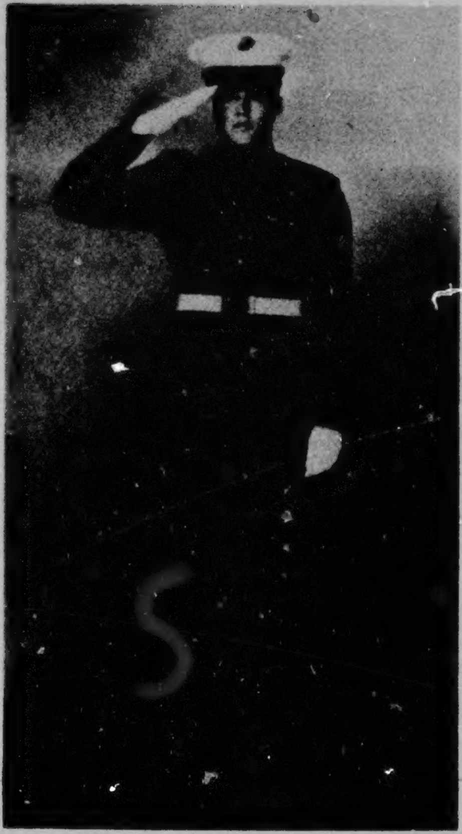
HAND SALUTE

The hand salute is rendered to honor the National Flag and as a greeting between officers and enlisted men. The junior renders the salute first to the officer and the officer returns the salute. The salute is generally accompanied with a greeting such as, "Good morning, sir."

The hand salute is given by raising the right hand smartly until the tip of the right forefinger touches the lower part of the headdress or forehead above and slightly to the right of the right eye. The upper arm is horizontal and the forearm is inclined at 45 degrees. The hand and wrist are straight and the thumb and fingers are extended and joined, palm down. The head and eyes are turned in the direction of the person or flag you are saluting. The salute is completed by returning the hand smartly to its normal position at the side.



About Face.



Hand Salute.

You may salute while standing, walking, or while seated in a vehicle. When walking, it is not necessary to halt to salute. The salute is rendered when the person or flag is six paces distant or at the nearest point of approach if it is greater than six paces. The salute will not be rendered if the person or flag does not approach within thirty paces. Hold the salute until it has been returned or until the flag is six paces past.

If you are not armed with a shoulder weapon, you will render the hand salute on the command **Present, ARMS.** Hold the salute until the command **Order, ARMS** is given.

Marines in uniform will render the hand salute at public gatherings during the playing of the *National Anthem.* The hand salute will also be rendered during the sounding of *To the Color.* If the flag is not visible you will face in the direction of the music.

The hand salute is not rendered by Marines when they are indoors or in some other area where a cover is not worn. However, when the Marine is armed he will remain covered and will render a salute at all appropriate times, indoors and out.

STEPS AND MARCHINGS

With the exception of right step, all steps and marchings beginning from a halt start with the left foot.

The instructor indicates the proper rhythm by counting cadence. He should do so only when necessary.

To change direction on the march, the command of execution is given as the foot in the desired direction of the turn strikes the deck.

Quick Time. If at a halt, the command to march forward at quick time is **Forward, MARCH.**

On **Forward,** shift your weight to the right leg without noticeable movement.

On **MARCH,** step off smartly, left foot first, and walk straight ahead with 30-inch steps. Swing your arms easily in their natural arcs, 6 inches straight to the front and 3 inches to the rear. Do not overdo movements and don't march stiffly.

Double Time. Double Time, MARCH may be given at a halt, while marching at quick time, or while marching in place. **MARCH** may be given as either foot hits the deck.

When halted:

At the command **Double Time,** shift your weight to your right leg without noticeable movement.

On **MARCH,** raise your forearms until level with the deck, make fists with the knuckles out and step off, left foot first.

Begin an easy run, taking 180 36-inch steps per minute.

When marching at quick time:

When the command **MARCH** is given, take one more 30-inch step, then step off in double time.

To resume quick time the command is **Quick Time, MARCH.** On **MARCH,** take one more double time step and lower your arms and slow to quick time.

When marching in place:

Take one more step in mark time, then step off forward in double time.

Halt. The command is **Squad (Platoon, Company, Detail), HALT.** It is a two-count movement. The command of execution may be given as either foot strikes the deck.

ONE—Take one more step after **HALT.**

TWO—Bring the rear heel forward against the other.

Mark Time. To march in place at quick time the command is **Mark Time, MARCH.** The command may be given from the halt, marching at quick time, half step or double time in place. It may be given as either foot strikes the deck.

When halted:

On the command **Mark Time,** shift your weight to your right leg without noticeable movement. On the command **MARCH,** beginning with your left foot, then alternating, raise each foot so that the ball of the foot is approximately 2 inches and the heel approximately 4 inches from the deck at a cadence of 120 steps per minute. Swing your arms naturally as in marching.

When marching at quick time:

On the command **MARCH,** take one more 30-inch step as if coming to a halt.

Bring your heels together. Begin marking time without loss of cadence.

To resume the march at quick time the command is **Forward, MARCH.**

On the command MARCH, take one more step in place, then move out with a 30-inch step.

To March to the Rear. The command is **To The Rear, MARCH.** It is given when the right foot strikes the deck. It may be commanded while marching at either quick or double time.

When at quick time:

On the command **MARCH,** take one more step, turn about to the right on the balls of both feet and immediately step out to the rear with your left foot. This is done without loss of cadence. When turning, the feet should be about 30 inches apart.

When at double time:

On **MARCH,** take two more steps and turn about to the right. This turn requires four steps in place at double time cadence. Then double time to the rear.

To March by the Flank. The command is **By The Right (Left) Flank, MARCH.** It is given only when marching and as the foot in the direction of the movement strikes the deck.

While at quick time:

On **MARCH,** take one more step, then turn to the right (left) on the ball of the left (right) foot. At the same time, step out in the new direction with the right (left) foot.

While double timing:

Execute in the same manner as marching to the rear except only two in-place steps are required for the turn.

To March at Ease. The command is **At Ease, MARCH.** It is given as either foot strikes the deck and only while marching at quick time.

After **MARCH,** you are no longer required to march in cadence, but must keep interval and distance. Do not talk.

To March at Route Step. The command is **Route Step, MARCH.** It is commanded as either foot strikes the deck and only while marching at quick time. After **MARCH,** you are no longer required to march in cadence, but must keep interval and distance. You may talk, but in a low voice.

To Resume Marching at Quick Time from Route Step or at Ease. The command is **Squad (Platoon, Company, De-**

tail), **ATTENTION**, after which the commander or instructor will count cadence until all troops are in step. Pick up the step as soon as possible and continue marching at attention.

Half Step. To march with 15-inch steps, the command is **Half Step, MARCH.** It may be commanded at the halt or when either foot strikes the deck while marching at quick time.

At the halt:

On the preparatory command, shift your weight to your right leg without noticeable movement.

On the command **MARCH,** step off forward in quick time cadence with 15-inch steps. The balls of your feet should strike the deck before your heels.

Marching in quick time:

On the command **MARCH,** take one more 30-inch step and begin the 15-inch steps explained above.

To resume quick time from half step, the command is **Forward, MARCH.** It may be given as either foot strikes the deck.

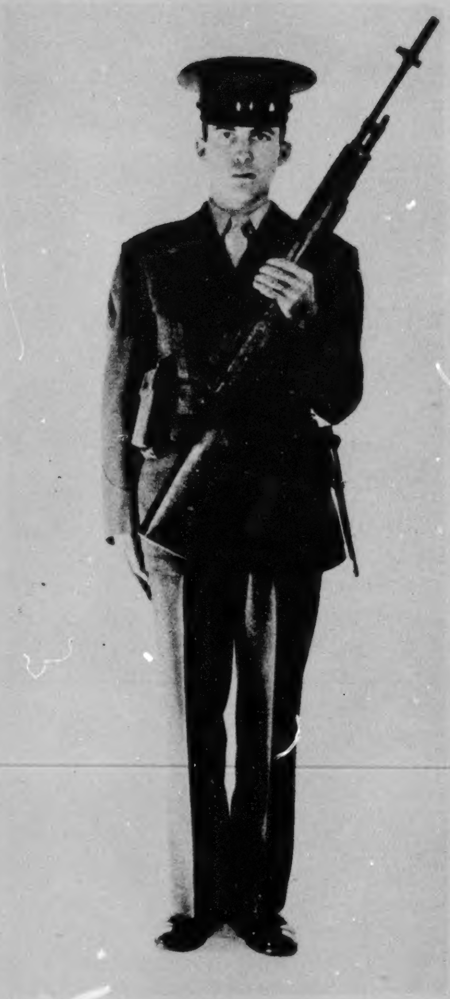
On **MARCH,** take one more half step, then move out at quick time.

Side Step. The command is **Right (Left) Step, MARCH.** It is given only when you are at a halt. At the command **MARCH,** move your right foot 12 inches to the right, then place your left foot beside your right. Repeat this movement at the rate of 120 steps a minute. Keep your legs straight, but not stiff. Hold your arms as at attention.

Back Step. The command **Backward, MARCH** is given only when you are at a halt.

At the command **MARCH,** you step off to the rear with your left foot and take 15-inch steps at a rate of 120 steps a minute. Swing your arms naturally.

MANUAL OF ARMS



Left hand at the balance.

The manual of arms is the means by which the rifle is moved in an orderly way from one position to another. Every cadet should learn to execute these movements in an exact and precise manner. When the manual is performed by a unit in formation, it whould be done in perfect unison as if by one man.

GENERAL RULES

The "balance" of your rifle is tha point near the center where the weigh is distributed equally toward either end

In performing the rifle manual of arms it is often necessary to hold the rifle in your left hand at the balance. In so doing, the rifle is held in the palm of your left hand with the thumb and fingers forming a "U". The fingers are joined and the wrist is straight.

When the rifle is held across the body, such as at port arms, the barrel will cross the point where your neck and shoulders join. The butt will be in front of your right hip.

Each movement in the execution of the manual should be done with snap, and an effort should be made to make an audible sound each time the hand strikes the stock of the rifle. The positions and movements for the manual of arms are shown in the charts on the following pages.

MANUAL OF THE PISTOL

The manual of the pistol serves a different purpose from the manual of arms for the rifle. The pistol manual is not intended to be executed in cadence, with snap and precision. It is merely a simple, uniform, and safe method of handling the pistol. In general, movements of the pistol manual begin and end at the position of raise pistol.

Officers and enlisted men armed with the pistol remain at the position of attention during the manual of arms, but render the hand salute at the command Present, ARMS.

Raise Pistol. The command is **Raise, PISTOL.** At the command **PISTOL,** unbutton the flap and draw the pistol from the holster, raise it to a position 6 inches in front of the right shoulder, muzzle up. The thumb and last three fingers hold the grip and the forefinger is extended outside the trigger guard. The muzzle of the pistol is to the front and inclined upward at an angle 30° from the vertical.

Withdraw Magazine. At the command **Withdraw, MAGAZINE,** without lowering the right hand, press the magazine catch with the right thumb and with the left hand remove the magazine. Place the magazine between the belt and outer garment.

Open Chamber. At the command **Open, CHAMBER,** withdraw the magazine, if not already withdrawn, and resume the position of raise pistol. Without lowering the right hand, grasp the slide with the thumb and the first two fingers of the left hand (thumb on the left side of slide and pointing downward), keeping the muzzle elevated. Shift the grip of the right hand so that the right thumb engages the slide stop. Push the slide backward to its full extent and force the slide stop into its notch with the right thumb without lowering the muzzle of the pistol.

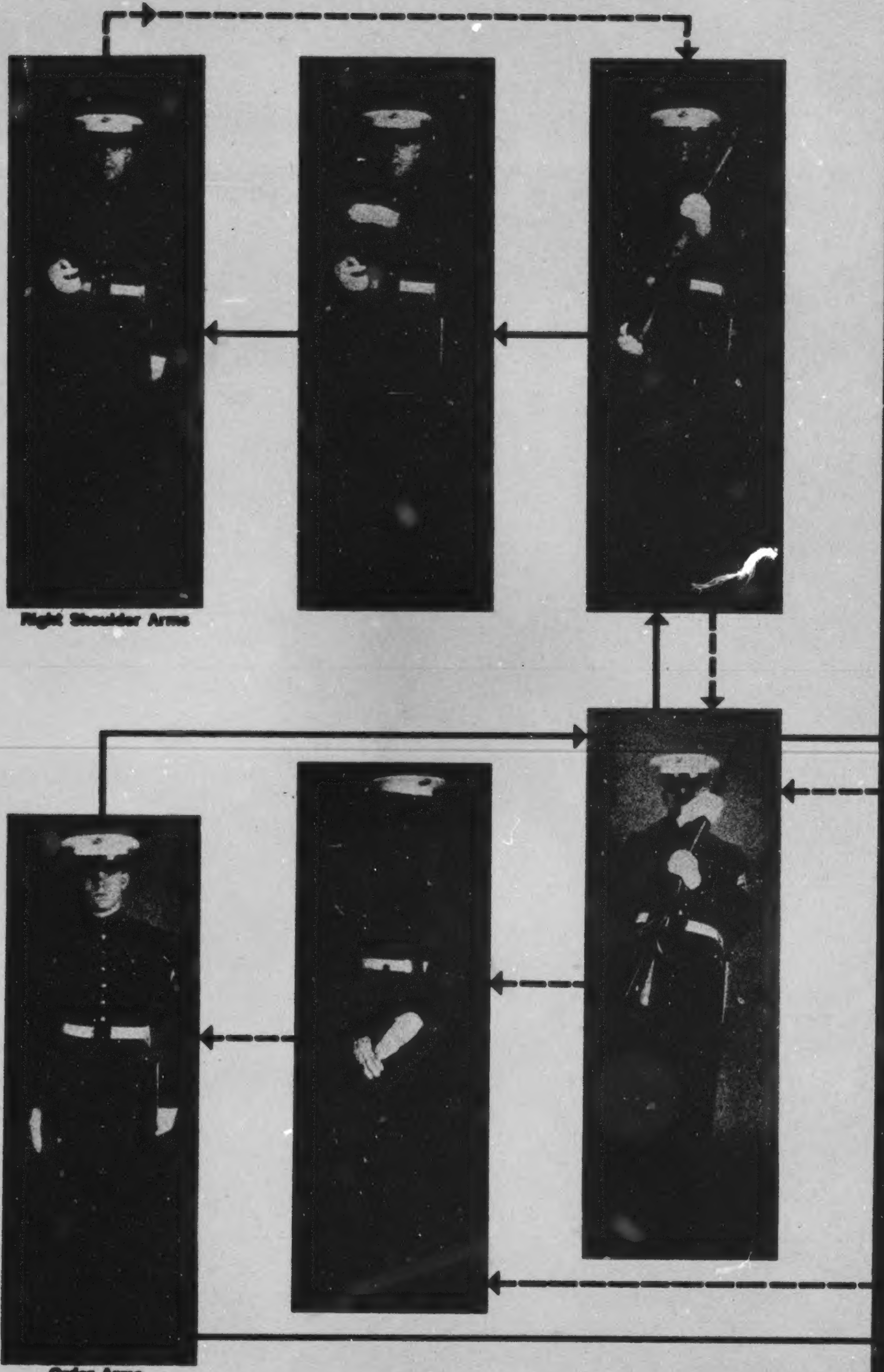
Close Chamber. At the command **Close, CHAMBER,** with the left thumb press down the slide stop and let the slide go forward. Squeeze the trigger, being sure that the muzzle is still elevated.

Insert Magazine. At the command **Insert, MAGAZINE,** grasp the magazine with the first two fingers and thumb of the left hand. Withdraw it from the belt and insert it in the pistol. Press it fully home.

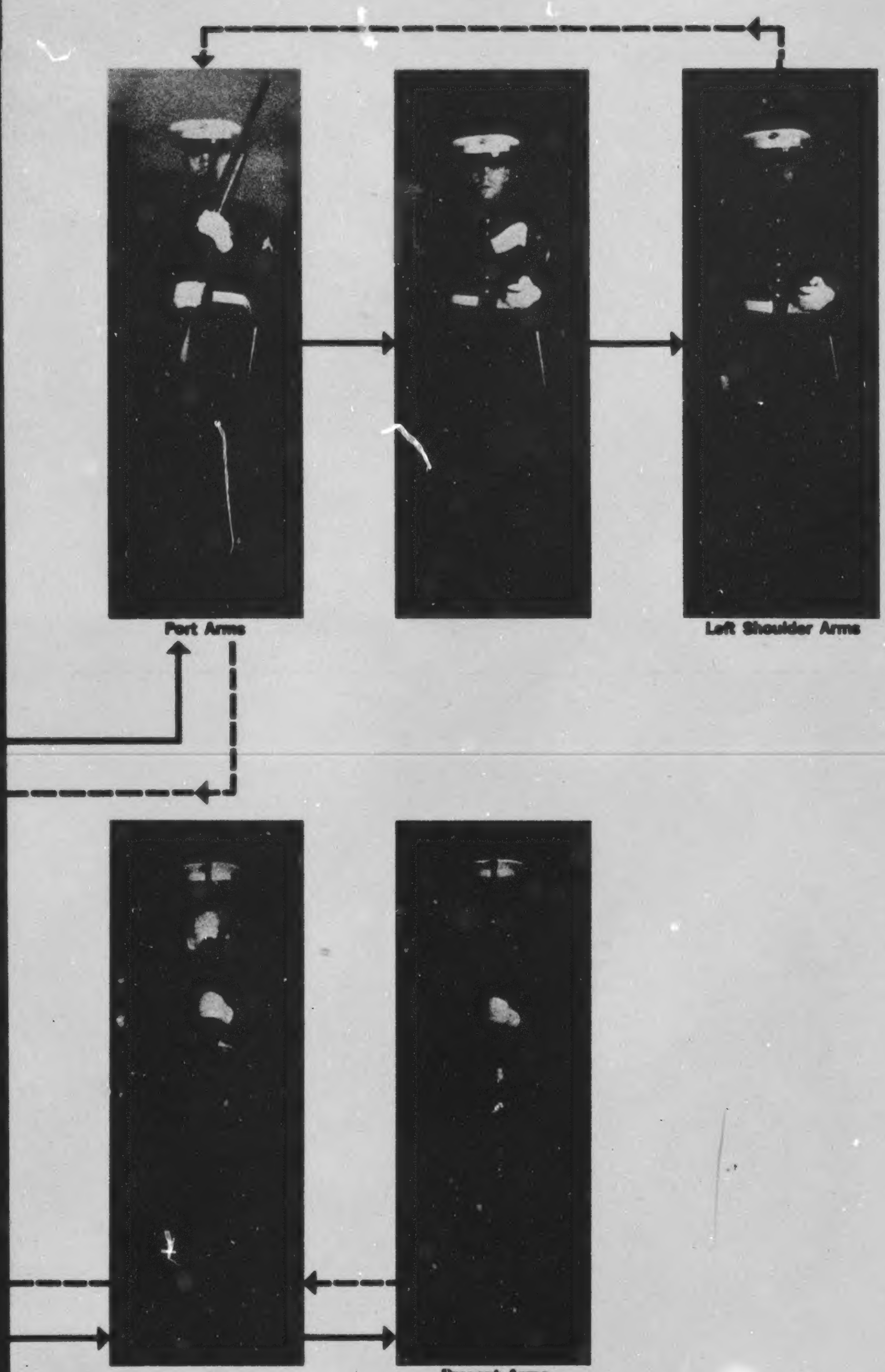
Load and Lock. At the command **LOAD AND LOCK,** if a loaded magazine is not already in the pistol, insert one. Without lowering the right hand turn the barrel slightly to the left. Grasp the slide with the thumb and fingers of the left hand (thumb on right side of slide and pointing upward). Pull the slide downward to its full extent, release the slide, and engage the safety lock.

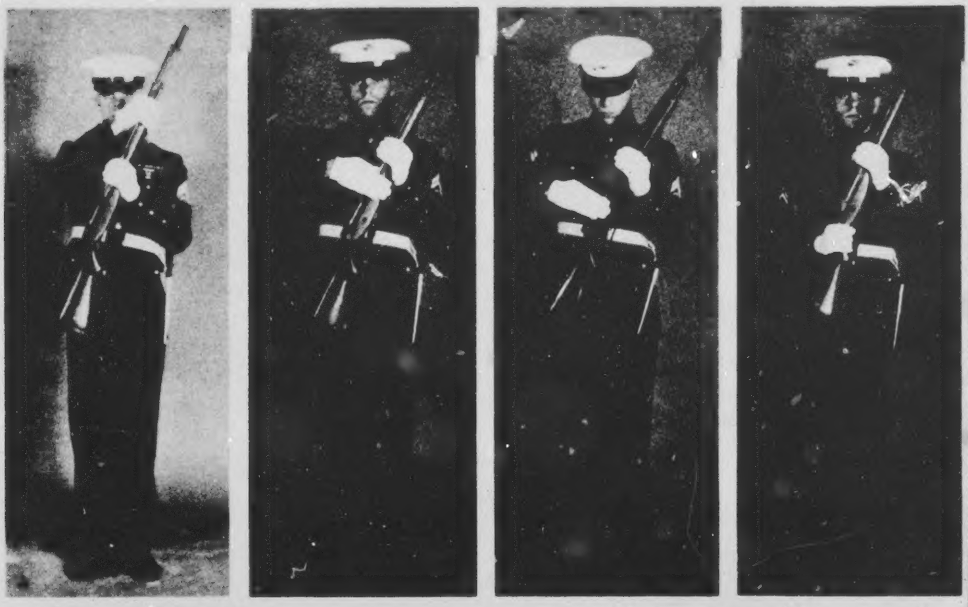
Unload. At the command **UNLOAD,** withdraw the magazine. Open the chamber. Look in the chamber to verify that it is empty. Close the chamber. Take the position of raise pistol and squeeze the trigger. Then insert an empty magazine.

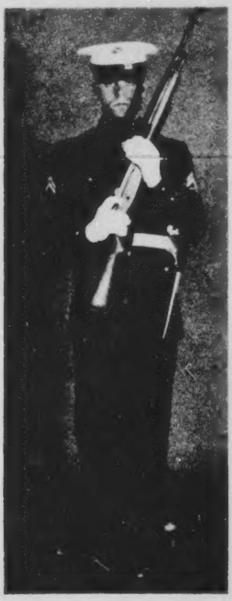
Inspection Arms. The command is


Right Shoulder Arms
Order Arms

Positions and movements of the manual of arms.


Port Arms
Left Shoulder Arms
Present Arms





INSPECTION ARMS

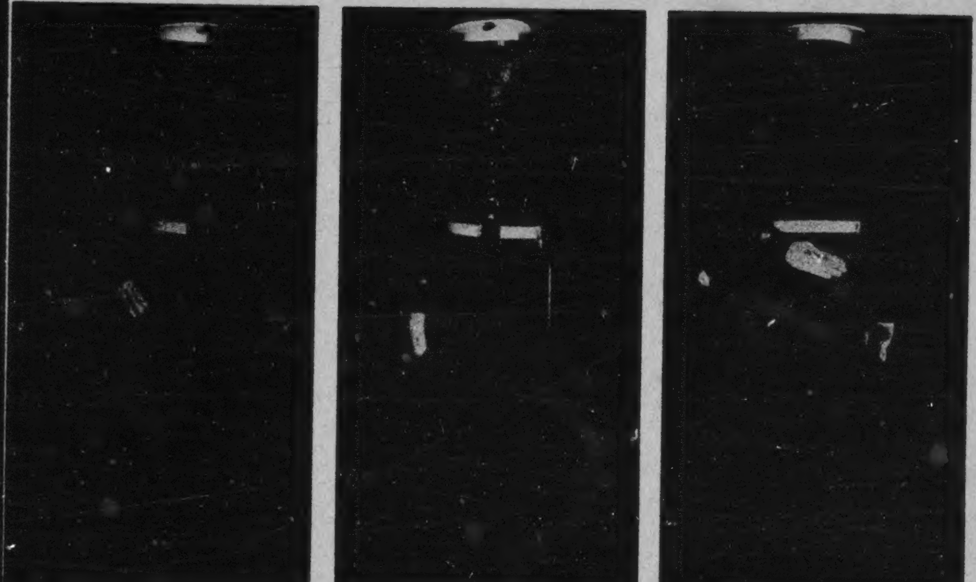
The command is inspection, ARMS. It is a four-count movement, executed only from order arms.

At the command ARMS, the rifle is raised diagonally across the body as in the first count of port arms **(A)**. On the second count, the right hand grasp is released and the right hand slides down the rifle with the fingers extended and joined, until the knife edge of the hand comes in contact with the operating rod handle. At this time, the thumb is on the opposite side of the receiver **(B)**. On the third count, the operating rod handle is pressed sharply to the rear and the bolt lock is depressed with the thumb so that the bolt is locked in the rearmost position. At the same time, the head and eyes are lowered to check the receiver **(C)**. On the fourth count, having found the receiver empty or having emptied it, the head and eyes are raised to the front and the rifle is regrasped at the small of the stock as in port arms **(D)**. PORT, ARMS is the only command that is given from inspection arms. On the preparatory command, the index finger is hooked around the operating rod handle, pulling it slightly to the rear so that the bolt lock will be released **(E)**. At the command ARMS the operating rod handle is released, the trigger pulled, and the small of the stock regrasped in the position of port arms.

Rifle Salute
(Right Shoulder)

Rifle Salute
(Order Arms)

Sling Arms

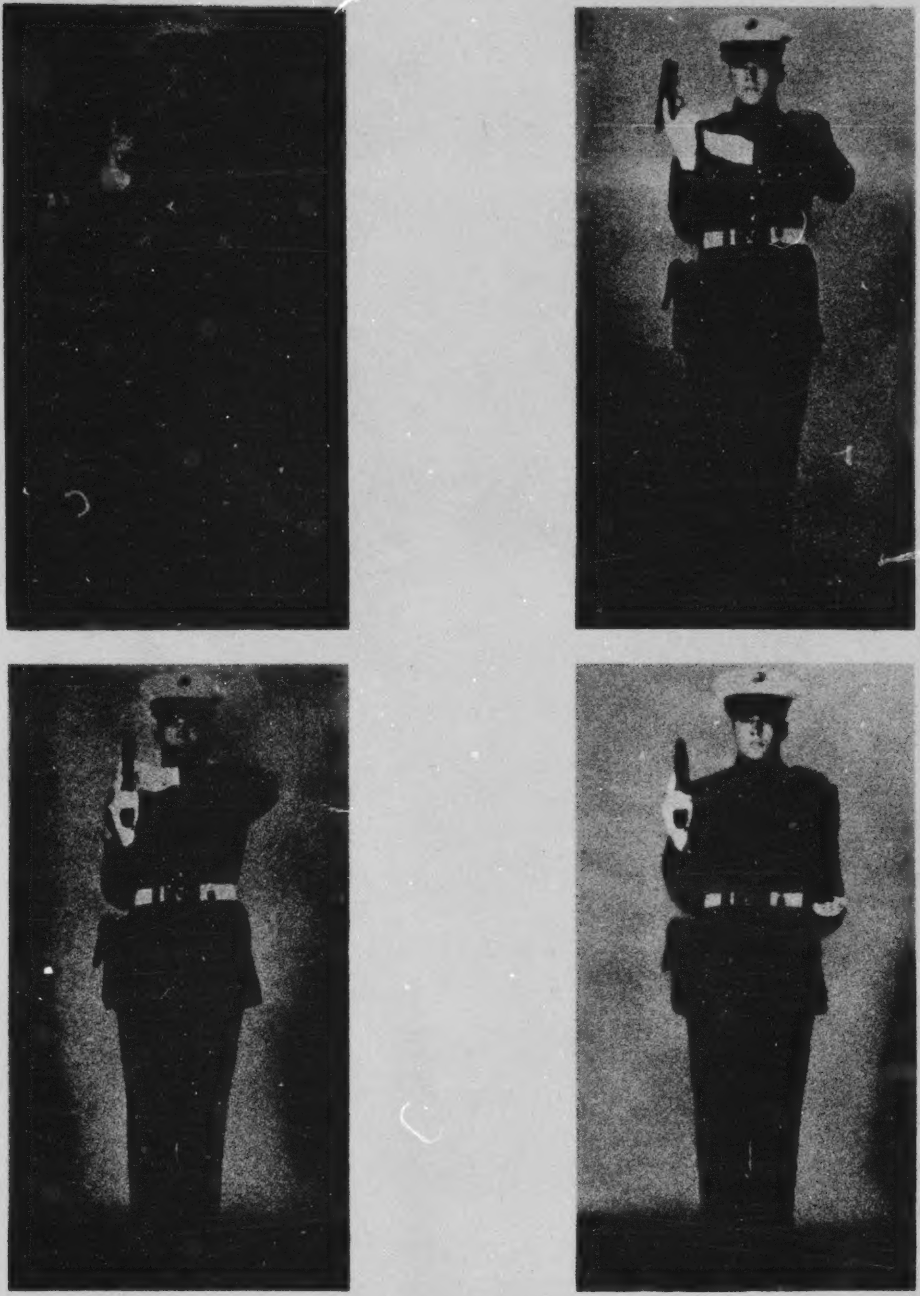


Trail Arms

Parade Rest

Parade Rest
(Rear view)

(Rifle salute, sling arms, parade rest, Trail Arms)



Inspection arms with pistol

Inspection, ARMS. At the command **ARMS**, withdraw the magazine. Open the chamber. Take the position of raise pistol. The withdrawn magazine is held in the open left hand at the height of the belt. After the pistol has been inspected or at the command **Return, PISTOL**, close the chamber. Take the position of raise pistol, and squeeze the trigger. Make sure that the muzzle is still elevated. Insert an empty magazine and execute return pistol.

Return Pistol. The command is **Return, PISTOL.** At the command **PISTOL**, lower the pistol to the holster, muzzle down. Raise the flap of the holster with the right thumb, insert the pistol in the holster and thrust it home. Button the flap of the holster with the right hand.

SQUAD DRILL

GENERAL RULES

A squad is a group of men formed for the purpose of instruction, discipline, control, and order. Members of the squad take positions, move, and execute the manual of arms as stated in the first part of this chapter. All men execute the movements in unison.

Squads are kept intact when practicable. The normal formation for a squad is a single rank or single file. This permits variation in the number of men composing the squad. The squad always falls in in the line formation, but marches in line only for minor changes of position. The squad normally marches in a file or column formation.

When the squad is armed with rifles, the command **Right Shoulder (Sling), ARMS** is given before commanding the squad to march. The squad may march at trail arms for minor changes of position.

At the command **Squad, HALT**, the squad remains at the position of right shoulder (left shoulder or port) arms until **Order, ARMS** or some other manual command is given.

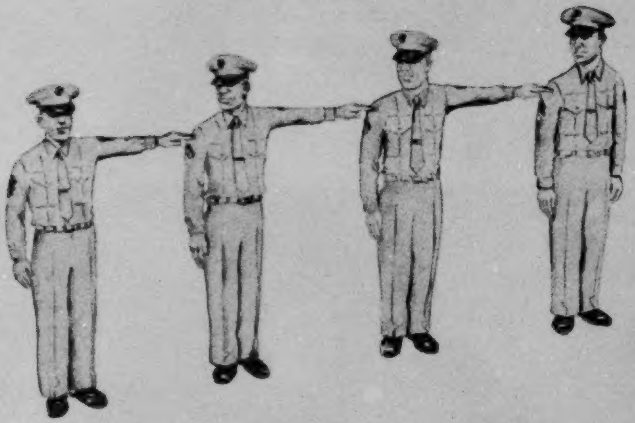
To Form the Squad. To form at normal interval the command is **FALL IN.** The squad forms in line on the left of the squad leader. Each member of the squad except the left flank man raises his left arm shoulder high in line with his body. Fingers are extended and joined, palm down. Each man except the squad leader turns his head and looks to the right. To obtain a normal interval each man places himself in line so his right shoulder touches the fingertips of the man on his right. As soon as each man is in line with the man on his right and the man on his left has obtained normal interval he returns smartly and quickly to the position of attention.

To form at close interval the command is **At Close Interval, FALL IN.** The squad forms in line on the left of the squad leader. Each member of the squad except the left flank man places his left hand on his hip, elbow in line with his body. He rests the heel of the palm on the hip with fingers extended and joined and pointing down. Each man except the squad leader turns his head and looks to the right. To obtain close interval he places himself in line so his right arm touches the elbow of the man on his right. When the man on his left has obtained close interval he returns smartly and quickly to the position of attention.

If the squad is armed, men fall in with weapons at the position of order arms. Pieces are inspected at once.

To Dismiss the Squad. The squad is dismissed only from a line with men at attention. Armed troops are dismissed with the commands **Inspection, ARMS. Port, ARMS. DISMISSED.** Unarmed troops are dismissed with the command **DISMISSED.**

To Aline the Squad. In line the commands are **Dress Right (Left), DRESS . . . Ready, FRONT**; or **At Close Interval,**



Falling in at normal interval.

Dress Right (left), DRESS . . . Ready, FRONT.

At the command **DRESS,** all men except the right flank man smartly turn their heads, look and aline themselves to the right. At the same time all men except the left flank man smartly extend their left arms shoulder high (or if at close interval, place their left hands on their hips). All men except the squad leader position themselves by short side steps until their right shoulders touch the fingertips of the men on their right (or right arms touch the elbows of the men on their right). The instructor places himself on line with the squad, one pace from the right (left) flank man, and faces down the line. He checks the alinement of the squad, ordering men, by name or number, to move back or forward as necessary. The instructor does not lean his body to be able to see down the line. He moves with short side steps as necessary to check the alinement, constantly maintaining military bearing.

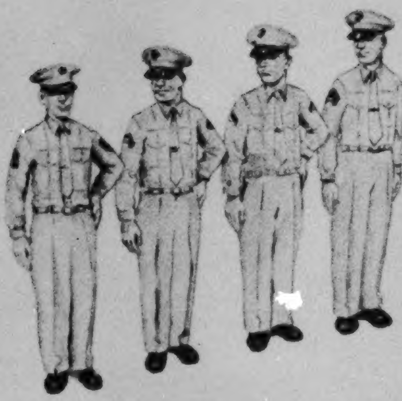
When the alinement is correct the instructor faces to the right (left) in marching and moves 3 paces forward, halts, faces to the left (right) and commands **Ready, FRONT.** At the command **FRONT,** men smartly and quietly lower their arms to their sides and turn their heads and eyes to the front.

The left arm is used to obtain interval for both dress right and dress left.

In column the command is **COVER.** At this command, men move as necessary to place themselves directly behind the man in front of them, still maintaining 40-inch distance.

To Obtain Close Interval from Normal Interval in Line. The command is **Close, MARCH.** At the command **MARCH,** all men, except the right flank man, face to the right in marching and march forward until close interval has been obtained. They then halt and face to the left. They form at close interval by placing the left hand on the hip and dressing to the right. When the man on the left has obtained the proper interval, each man smartly lowers his left hand to the side and turns his head to the front.

To Obtain Normal Interval From Close Interval In Line. The command is **Extend, MARCH.** At the command **MARCH,** all men, except the right flank man, face to the left and march forward until approximate normal interval has been obtained. They then halt and face to the right. Normal interval is then taken by extending the left arm at shoulder height and dressing to the



Falling in at close interval.

right. When the man on the left has obtained proper interval, each man smartly lowers his left arm to the side and turns his head to the front.

To Obtain Double-Arm Interval In Line. From either close or normal interval the command is **Take Interval To The Left (Right), MARCH.** At the command **MARCH,** men move as when extending except that the double-arm interval is obtained by each man raising both arms (the right flank man raises only his left arm and the left flank man raises only his right arm) and touching the fingertips of the man on his right. Each man smartly lowers his right arm when he has proper interval. His left arm is lowered when the man on his left lowers his right arm. Armed troops are given this command only when at sling arms.

To obtain normal interval from double-arm interval, the command is **Assemble To The Right (Left), MARCH.** Execute this movement similarly to closing except at normal interval.

To March The Squad In Single File. At normal interval, the commands are **Right (Left), FACE; Forward, MARCH.**

At close interval the squad is extended to normal interval before facing and marching.

Under arms the commands are **Right (Left), FACE; Right (Left) Shoulder, ARMS; Forward, MARCH.**

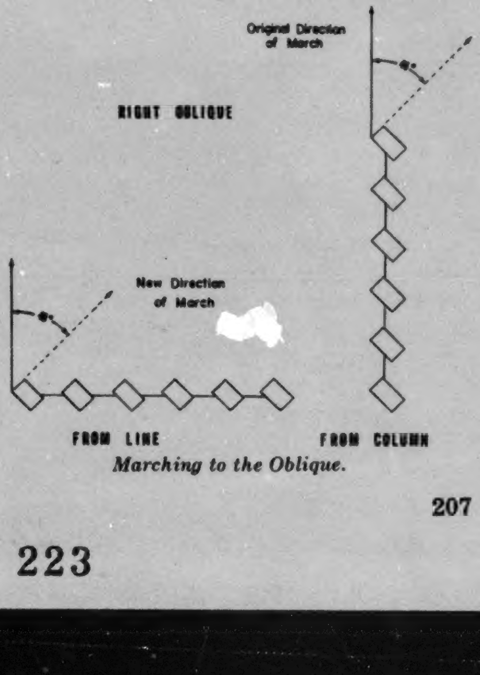
To March to the Flank. To move a file or column a short distance to the right or left while marching, the command is **By The Left (Right) Flank, MARCH.** The command of execution is given when the foot in the indicated direction hits the deck.

At the command **MARCH,** each man takes one more step, faces to the right (left) in marching, and steps out in the new direction. This command will not be given at a halt.

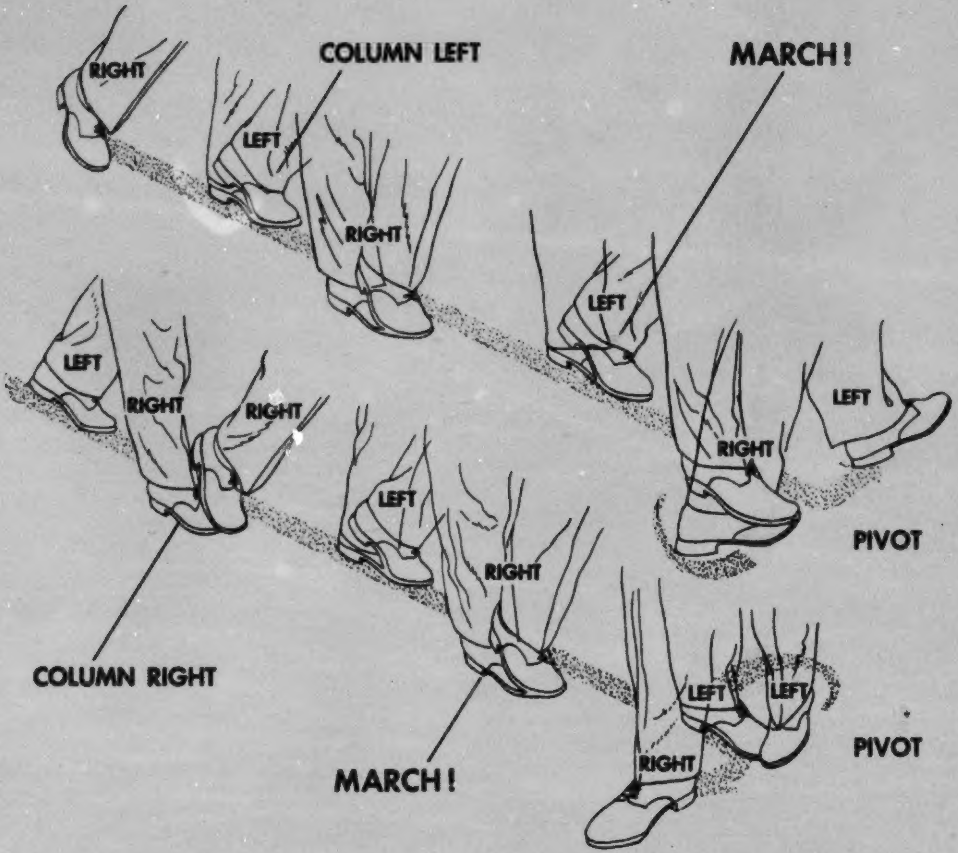
To March to the Oblique. When marching in any formation the command is **Right (Left) Oblique, MARCH.**

The command **MARCH,** is given as the foot in the indicated direction hits the deck. Each man takes one step forward, faces half right (left) in marching and steps off at a 45 degree angle in the new direction.

To resume the original direction of march the command **Forward, MARCH** is given. The command of execution is given as the foot toward the original front strikes the deck. At the command **MARCH,** each man takes one more step in the oblique direction, faces half left (or right) in marching, and then steps off in the original direction.



Marching to the Oblique.


RIGHT
COLUMN LEFT
MARCH!
LEFT
RIGHT
LEFT
LEFT
RIGHT
RIGHT
LEFT
RIGHT
LEFT
RIGHT
PIVOT
COLUMN RIGHT
LEFT
LEFT
PIVOT
RIGHT
MARCH!

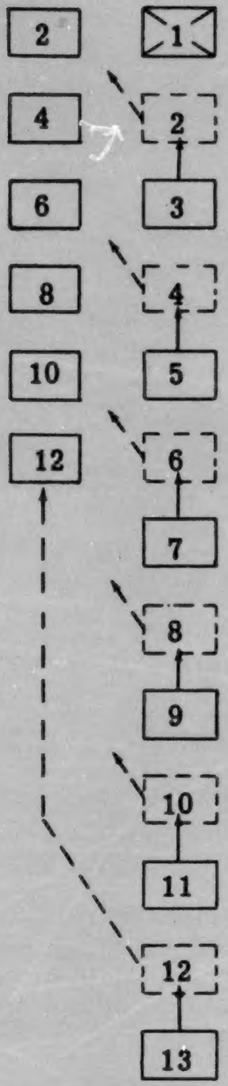
Executing column right (left)

To Change the Direction of a Column. The command is **Column Right (Column Left, Column Half Right, Column Half Left), MARCH.**

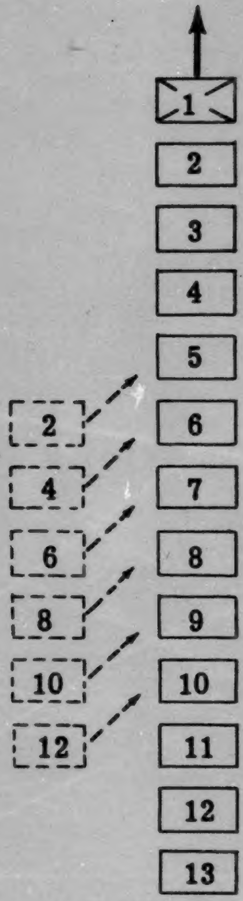
When marching the command of execution is given as the foot in the direction of the turn hits the deck. At the command **MARCH,** the leading man takes one more step, faces to the right (left) in marching and steps out in the new direction. Other men in the column continue the march to the point where the first man pivoted. As each man reaches that point he faces to the right (left) in marching and continues in the new direction.

When the squad is halted, at the command **MARCH,** the leading man faces to the right (left) in marching by turning to the right (left) on the ball of his right foot and steps out with his left foot in the new direction. At the same time all other men march forward and successively face to the right (left) in marching on the same pivot point used by the first man.

For slight changes of direction, the command is **INCLINE TO THE RIGHT (LEFT).** At that command the front man changes direction as commanded. All other men do likewise when they come to the point on which the front man



Forming column of twos from single file.



Forming single file from column of twos.

pivoted. This is not a precise movement. It is executed only when marching.

To Form Column of Twos From Single File. When the squad is halted in column the command is **Column Of Two's To The Left (Right), MARCH.**

On **MARCH**, the front man stands fast. Even numbered men (counting from front to rear) face half left (right) in marching, take two steps, face half right (left) in marching and move forward until beside and at normal interval from the odd-numbered men who were in front of them. Each odd-numbered man, except the front man, marches forward and halts as he reaches normal distance from the odd-numbered man in front of him. All men required to move do so at the same time.

To Form Single From Column of Twos. When the squad is halted in column of twos the command is **Column Of Files From The Right (Left), MARCH.**

At the command **MARCH**, number one and two men step off at the same time.

The number one man moves forward and the number two man faces to the half right, moves two steps and faces to the half left in marching, and follows the number one man at normal distance. Remaining odd and even-numbered men step off in pairs, execute the same movements as numbers one and two, and follow in file at normal distance. This movement is done only from a halt.

PLATOON DRILL

In platoon drill the squad is merged with other squads into a platoon. A platoon consists of a platoon headquarters and two or more squads or sections. Platoon headquarters consists of a platoon commander, a platoon sergeant, and one or more messengers.

A section normally forms and drills as part of a platoon. In this chapter, the instructions given for the squad or platoon also apply to a section. A section not subdivided into squads forms and drills as a squad. A section that is divided into two or more squads forms and drills as a platoon. Squads in a platoon are numbered from front to rear in line and from left to right in column.

The platoon forms in two or more ranks with 40 inches distance between ranks. Movements in this section are described for columns of threes or fours and may be executed by either formation.

The platoon changes interval while in line in the same manner as the squad. Squad leaders are the base for these movements. Each man in rear of the first rank covers the corresponding man in the front rank in executing these movements.

Formations. Column and line are the two formations for a platoon. The platoon normally forms in line with the squad leaders on the right of their squads and the guide on the right of the first squad leader.

Posts of Individuals. In line the platoon commander takes post six paces in front of the center of his platoon. In column he marches at the head of his platoon.

In line the platoon sergeant takes post to the left of the left man of the rear rank. In column he follows the rear man of the right squad.

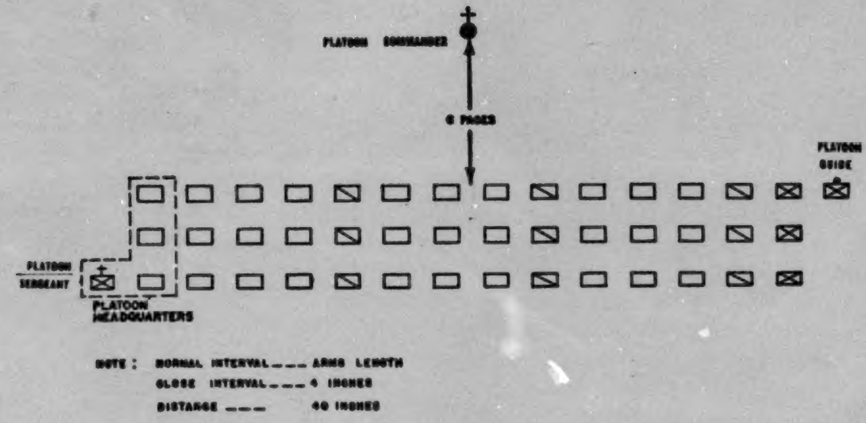
Extra men may be attached to platoons without changing permanent squad organization. These men fall in on the left when the platoon is in line, and in rear when in column.

Rules for the Guide. Unless otherwise announced alinement of the platoon is maintained by guiding to the right, and the guide takes post on the right. In line he is posted to the right of the squad leader of the first squad. In column he is posted in front of the squad leader of the squad on the right.

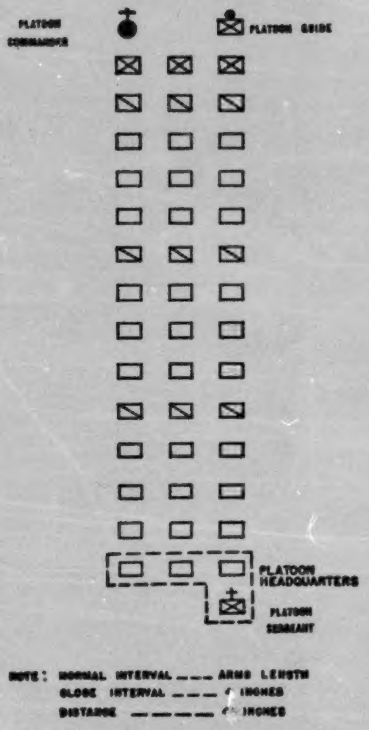
The guide sets the direction and cadence of the march. The leading man in each file is responsible for interval.

When a platoon is marching in column and a command is given to march to a flank or to the rear, the guide executes the movement with the platoon but does not change his position within the platoon.

To Form the Platoon. The platoon usually is formed at normal interval by the platoon sergeant with the command, **FALL IN.** At this command, the guide posts himself so the first rank, when alined with him, will be centered on and three paces from the platoon sergeant. The squad leader of the first squad falls in at normal interval to the left of the guide. Other squad leaders fall in directly behind the squad leader of the first squad with 40 inches distance between them. The members of the squads fall in on their squad leaders as prescribed in Squad Drill, except that exact interval is taken only by the first squad. Men in the rear squads take approximate interval only and cover the corresponding man in the front rank.


PLATOON COMMANDER
6 PACES
PLATOON GUIDE
PLATOON SERGEANT
PLATOON HEADQUARTERS
NOTE : NORMAL INTERVAL ___ ARMS LENGTH
CLOSE INTERVAL ___ 4 INCHES
DISTANCE ___ 40 INCHES

Platoon in line.


PLATOON COMMANDER
PLATOON GUIDE
PLATOON HEADQUARTERS
PLATOON SERGEANT
NOTE : NORMAL INTERVAL ___ ARMS LENGTH
CLOSE INTERVAL ___ 4 INCHES
DISTANCE ______ 40 INCHES

Platoon in column.

When a platoon in line is given the command **Right, FACE,** the platoon guide executes right face with the platoon. Then he immediately faces to the right in marching and marches to a position in front of the right squad leader, halts, and executes left face. If a platoon is given **Left, FACE,** the guide executes left face with the platoon but does not change his position within the platoon.

When the command is given for any change of the platoon formation, such as **Column of Files From The Left,** or **Column of Twos From The Left,** the guide will position himself on the preparatory command so that he can step out at the front or right front of the new formation on the command of execution. When the platoon re-forms in its normal formation, the guide will post himself in his normal position when the movement is completed.

To form at close interval the command is **At Close Interval, FALL IN.** The formation is executed as above, except that close interval is obtained.

If the platoon is armed, men fall in with weapons at the position of order arms. As a safety precaution, the platoon sergeant commands **Inspection, ARMS** immediately after the platoon is formed.

To Dismiss the Platoon. The platoon is dismissed from a line with men at attention. The platoon sergeant usually dismisses the platoon. Armed troops are dismissed with the commands **Inspection, ARMS, Port, ARMS. DISMISSED.** Unarmed troops are dismissed with the command, **DISMISSED.**

To Aline the Platoon. The command is **Dress Right (Left), DRESS.** The guide raises his left arm to obtain proper interval and looks to the front (to the left if the dress is left). The squad leader of the first squad turns his head to the right (left) during alinement. Other squad leaders cover the first squad leader and look to the front during the alinement. Other members of the platoon execute the movement in the same manner as described in Squad Drill.

As soon as the platoon commander commands **DRESS,** he verifies the alinement of each rank. He moves by the most direct route to a position one pace from the guide (or the first squad leader if the guide is not in ranks) and in line with the front rank facing down the line. When the platoon dresses left or center the platoon commander verifies the alinement from the flank toward which the dress is made. From this position he alines the front rank. If it is necessary to order men up or back to bring them in line, he designates them by name or number. He takes short side steps to the right or left as necessary to verify alinement. When he has verified the alinement of the first rank, he faces to the left (right) in marching, halts on line with each succeeding rank, and alines each squad. When the guide is in ranks for right dress the platoon commander will be two paces from the squad leaders of succeeding ranks. After verifying the alinement of the rear rank, he faces to the right (left) in marching, marches straight to a point three paces beyond the front rank, halts, faces to the left (right) and commands **Ready, FRONT; COVER.** He then resumes his post six paces front and center of the platoon.

When alining a platoon of well-drilled troops or when there is insufficient time to verify alinement, the platoon commander may command **Ready, FRONT; COVER** from his normal post without verifying alinement.

When marching in column the platoon is alined by the command, **COVER.** At that command the base squad leader obtains 40 inches distance from the guide. Other squad leaders obtain proper interval from the base squad leader and aline on him. Other men in the base squad execute the movement as in squad drill. At the same time, the remaining men of the platoon aline on the base squad and cover their squad leaders.

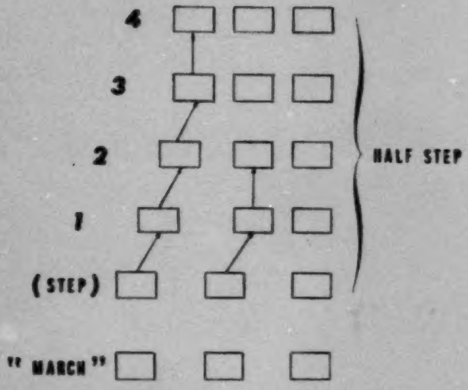
To March to the Right (Left). The platoon being in line, to march to the right (left) the commands are **Right (Left), FACE; Right Shoulder (Sling), ARMS; Forward, MARCH.** This marches the platoon in column to the right (left).

Supplementary Commands. When commands are given for movements in which all squads of the platoon do not execute the same movement at the same time, the squad leaders give appropriate supplementary commands for the movement of their squads.

To Change Interval While in Column. When in column at normal interval, to obtain close interval between files, the command is **Close, MARCH.** This movement may be executed from a halt or while marching at quick time.

At the halt, on the command, **MARCH,** the base squad stands fast. The other squads obtain close interval by taking two and four side steps respectively toward the base squad and covering on their squad leaders. If there is a fourth squad, it will take six side steps.

When marching, the command **Close, MARCH,** is given on the right foot when the base squad is on the right and on the left foot when the base squad is on the left. At the command, **MARCH,** the base squad takes up the half step. The other



Close march (while marching), right squad base

squads obtain close interval by executing right (left) oblique and taking one, three, or five steps respectively toward the base squad, then another oblique movement in the original direction. At the command, **Forward, MARCH,** all squads resume the 30-inch step.

To obtain normal interval between files when the platoon is in column at close interval, the command is **Extend, MARCH.** This movement is executed the same as **Close, MARCH,** but in the opposite direction.

To Change the Direction of a Column. The command is **Column Right (Column Left, Column Half Right, or Column Half Left), MARCH.** The base element during the turn is the squad on the flank in the direction of the turn. The pivot man for the movement is the first man in the base squad, excluding the platoon commander and guide.

When marching, the command of execution is given on the foot in the direction of the turn. At the command, **MARCH,** the pivot man faces to the right (left) in marching, steps out one full step with his right (left) foot in the direction of the turn, and takes up the half step. When other men of his rank are abreast, he resumes the full step. Other men of the leading rank twice oblique to the right (left) without changing interval, place themselves abreast of the pivot man and conform to his step. They execute the first oblique at the command of execution. The second oblique is executed when opposite their new line of march so that when the oblique is completed they will be marching toward the new front with proper interval. Ranks in rear of the leading rank execute the movement on the same ground and in the same way as the leading rank. The platoon commander and guide make oblique movements to bring them back into their respective positions at the head of the column.

When halted, at the command, **MARCH,** the pivot man faces to the right (left) by turning to the right (left) on his right toe, steps one full step with his left foot in the new direction, and takes up the half step. When other men of his rank are abreast, he resumes the full step. Other members of the platoon execute the movement in the same manner as from the march.

To Form Line From Column. The commands are **Column Right, MARCH; Platoon, HALT; Order, ARMS; Left, FACE.** The command **HALT** is given after the column movement has been completed.

To March Toward a Flank. The command is **By The Right (Left) Flank, MARCH.** It may be given from any marching formation, but it is not given at a halt. The command of execution is given as the foot in the direction of the turn hits the deck.

At the command, **MARCH,** each man takes one more step, pivots to the right (left) in marching, and steps out with his right (left) foot in the new direction.

When this movement is executed from a column at close interval, squad(s) in rear of the squad which becomes the leading squad take up the half step, after doing the flanking movement, until 40 inches distance is obtained between squads. After such a movement, the platoon resumes normal distance and interval.

To Open Ranks. The commands are **Open Ranks, MARCH; Ready, FRONT.** They are given only in line. At the command **MARCH,** the front rank takes two paces forward, halts and executes dress right. The second rank takes one pace forward, halts, and executes dress right. The third rank, if present, stands fast and executes dress right. Each succeeding rank present takes 2, 4, or 6 steps backward, halts and executes dress right. The platoon commander verifies the alinement as for dress right. After verifying the alinement of the rear rank, he faces to the right in marching, moves three paces beyond the front rank, halts, faces to the left and commands **Ready, FRONT.**

To Close Ranks. The command is **Close Ranks, MARCH.** It is given only from open ranks. At the command **MARCH,** the front rank stands fast; the second rank takes one pace forward and halts. Each succeeding rank present takes 2, 3, 4, or 5 paces forward and halts. Each man covers. The platoon commander gives the command to close ranks from the same position from which he commanded **Ready, FRONT.** At the command **MARCH,** the platoon commander moves by the most direct route and posts 6 paces front and center of the platoon.

File. The platoon may be marched in a column of twos or single file by the procedure given below. The change of column is always made from a halt.

Being in a column of threes, to form a column of twos, the command is **Column Of Twos From The Right (Left) MARCH.** At the command **MARCH,** the two right squads march forward; the left (right) squad forms column of twos to the left and then executes column half right (left) and column half left (right) so as to follow the leading squads in column. The left (right) squad leader gives the supplementary command, **Column Of Twos To The Left (Right)** immediately after the preparatory command by the platoon commander. He also gives the supplementary commands for the column half right and half left to move his squad into position behind the other two squads.

Being in column, of twos, to re-form in column of threes, the command is **Column of Threes To The Left (Right), MARCH.** At the command **MARCH,** the leading two squads stand fast. The rear squad forms single file from the right (left), moving into its normal place beside the leading squads by executing column half left, then column half right. It is halted when its leading file is on line with the leading rank of the platoon. The squad leader of the rear squad gives the supplementary commands to move his squad into position.

Whenever there are more than three squads in a platoon, variations of these movements are executed. For example, if there are four squads in a platoon, a column of twos can be formed by having two squads from either flank simply execute half column movements to move into position behind the leading squads.

To march in single file, the command is **Column Of Files From The Right (Left), MARCH.** The right (left) squad steps off on the command of execution. The remaining squad leaders command half column movements at the proper times to bring their squads into position behind the leading squad. To re-form the platoon into its normal column formation, the command is **Column Of Threes (Fours) To The Left (Right), MARCH.** At the command **MARCH,** the leading squad stands fast, and the remaining squads execute the necessary half column movements to move into position and halt abreast of the leading squad.

A pair of F8U CRUSADERS climbs to altitude.

FITNESS PAYS OFF*

It was a perfect Sunday afternoon in July when Lieutenant Colonel William Rankin and Lieutenant Herbert Nolan lifted off at the Naval Air Station at South Weymouth, Massachusetts. The routine hop to the Marine Air Station at Beaufort, S. C., should take just over an hour in the sleek F8U CRUSADER jet fighters. They would be flying at 44,000 feet to give them ample clearance above thunder clouds that were reported over Norfolk, Virginia, the only disturbance in an otherwise perfect weather picture along their route. As they leveled off at their assigned altitude, Lieutenant Nolan called to Colonel Rankin over the inflight radio channel, "Tiger One, this is Tiger Two, coming aboard your starboard side."

"Roger," replied Colonel Rankin. "Let's go. Full throttle—destination Beaufort! Boy, this is living!"

The flight took them along the Atlantic coast, and the check-points passed serenely by down below—New York, Atlantic City. As they approached Norfolk, they could see the dark, rolling clouds of a thunderstorm that seemed to cover the entire area. The tops of the towering clouds appeared to be slightly higher than had been predicted, and the flight leader called to his wing man, "Tiger Two, let's go into an easy climb here, just to make sure we get over the tops." There was no reason for concern. The CRUSADERS could cruise easily at 50,000 feet, but they wanted no part of the merciless violence that lurked in those dark ominous clouds. Thunderstorms have been known to tear sturdy aircraft apart, and Colonel Rankin had personal experience with one such storm which tossed his aircraft on its back. He had quite a struggle to regain control of the airplane, but nobody ever had to remind him again to stay clear of thunderstorms.

Colonel Rankin planned to level off at 48,000 feet, but as the flight passed through 47,000 feet, he heard a thump and a rumbling sound behind him. As he scanned his instruments in an attempt to locate any indication of malfunction, the large, red fire warning light flashed on in the center of the panel. This warning light was attached to an electronic sensing system that could detect excessive heat in critical locations within the aircraft. When it flashed on, it was a warning to the pilot that he had only a short time to locate the trouble or eject himself from the aircraft.

Reacting with the instant reflexes which came from his training and experience as a Marine aviator, Colonel Rankin pulled back on the throttle and reported his problem to Lieutenant Nolan.

"Tiger Two, this is Tiger One. I'm having engine trouble. Stand by. I might have to eject." In case he had to go out, he wanted to make sure the search and rescue parties would know where to look for him.

His wing man replied instantly. "Roger, Tiger One. If you have to go, let me know." That was their last communication.

Retarding the throttle had apparently been effective. The fire warning light had gone out, and Colonel Rankin felt a great sense of relief, but it was only momentary. As he scanned the instrument panel, he noticed the engine rpm indicator wind down to zero in a matter of seconds. This meant only one thing to the experienced jet aviator. His engine had "seized", froze solid! With his engine frozen, he had lost all electric and hydraulic power.

Reacting again with trained reflexes, he reached for the T-shaped handle on the left side of the cockpit. This handle activated the auxiliary power package that would give him sufficient power to control the aircraft until he reached a safe altitude to bail out. He pulled the handle firmly. Nothing happened. He pulled again, and the handle came off in his hand! His situation was now critical. Without hydraulic power, he was unable to move the controls of the airplane, and he would soon find himself in an uncontrollable spin or a supersonic dive from which he would be unable to eject safely. The aircraft was still in a climbing attitude, and the air speed was decreasing rapidly. If he was going to eject, he would have to do it now before the aircraft stalled and went into a spin which would pin him helplessly in the cockpit, unable to lift his arms against the centrifugal force.

He thought of the possible consequences of ejecting at this altitude. The aircraft was more than nine miles above the surface of the earth, on the fringes of space where the air is so thin that scientists said it would make blood boil in the unprotected human body. The air temperature outside was close to 70 degrees below zero, and he was wearing only a lightweight summer flight suit, helmet, gloves, and Marine field shoes. Even if he survived the frostbite without permanent injury, what about the "explosive" decompression at almost ten miles up? He was not wearing a pressure suit, which was still in the experimental stages, but now protects jet pilots and astronauts from the hostile environment of space. The rapid change in pressure from the cockpit to the rarefied air at that altitude would cause the gasses in his body to expand at a rapid rate and could cause instant death or permanent injury. No one had ever safely ejected from an aircraft at such an altitude, and no one had safely parachuted through a thunderstorm such as the one which still raged below.

All of this happened within twenty seconds, less time than it takes to read about it, but Colonel Rankin's training enabled him to react in the split-second manner demanded of fighter pilots. He did not want to risk an ejection at supersonic speed or from a wildly spinning airplane. He took one final look at the instruments and made his decision — EJECT!

He sat erect in his seat, placed his feet firmly on the floor of the cockpit, reached up and back over his head, and gripped the ejection handles. He pulled hard on the handles which pulled a protective curtain over his face to shield him from the blast of wind. The mechanism which should have jettisoned the canopy failed to work, and he felt sharp edges tearing at his clothing as the explosive charge fired him through the unopened canopy.

As he left the 75 degree warmth of the pressurized cockpit, his body became a freezing, expanding mass of pain. He felt as if he had been thrown into a gigantic deep freeze at several hundred miles per hour. The initial sting of the cold air on exposed parts of his body soon turned to numbness, but the pain of decompression was excrutiating. His abdomen swelled to monstrous proportions until he thought it would surely explode. His head felt as if it would split into pieces, his eyes bulged from their sockets, and his ears seemed to be bursting inside. He felt no sensation of falling. He felt as if he were suspended in space, but he knew that he would have to fall nearly 40,000 feet before his parachute opened automatically at the 10,000 foot level.

Several times he was tempted to pull the D-ring and open his chute, but he realized that would be a mistake. The slow descent by parachute from that altitude would exhaust his emergency oxygen supply before he reached an altitude where he could breathe normally; or he could freeze to death in the bitter cold. He soon entered the murky darkness of the thick overcast and it seemed that he would fall forever in that black void. Why didn't the parachute open? Had the mechanism failed? Was he about to plunge into the earth? Then he felt the sting of tiny particles hitting his body. Hail stones, he thought, drops of rain carried to the freezing level by the updrafts of the storm, quickly frozen, then falling as hail. He must still be above the freezing level of 10,000 feet or more.

After several more painful moments of falling, twisting, and spinning, he felt a powerful jolt as the parachute opened above him. He could not see the canopy in the darkness, but the firm feel of the risers told him he had a good chute. A quick calculation told him he should be on the ground in about ten minutes and the worst would be over. But he did not count on the forces within the storm into which he had plunged. At first he felt only mild turbulence, and an occasional updraft which would pick him up gently, then let him down again with a feeling of temporary weightlessness. As he drifted nearer the center of the storm he suddenly found himself caught in a fury of violence of more kinds than in any other phenomenon of weather. He became a part of the circulating masses of air within the storm and was lifted up with the updrafts and plunged down again with such force that he thought the canopy would tear to shreds. He was pummelled with hail stones that left bruises on his body the size of golf balls. He was thankful that his helmet had been strapped snugly in place. He was drenched with torrents of rain so intense that he had to hold his breath to keep from drowning. The lightning and accompanying thunder were terrifying, blinding, and deafening. The lightning was so close that he wondered how he escaped being struck. His body was subjected to severe stresses as he swung at the end of the parachute shrouds like a toy pendulum in the hands of a giant.

After what seemed like hours, the storm finally released its hold on the badly battered flier. He dropped through the overcast and landed among some pine trees in the fading twilight. Lying on the soft, wet ground, he looked at his watch in the dim light. A descent which should have taken about ten minutes had lasted forty minutes!

Calling once more on his training and discipline, Colonel Rankin located a logging road which led him to a hard-surfaced road where he was picked up by a passing motorist. The motorist's teenage son had recognized the flight suit and realized the flier needed assistance.

Later, in the hospital at the Marine Corps Air Station at Cherry Point, N. C., the flight surgeon, an aeromedical expert, told him, "Bill we have checked your case details and the records, and we can find no case similar to yours. No doubt, you have survived the highest emergency ejection and the roughest on record. And physical fitness has certainly piad off for you. If you had not been in excellent physical condition, you might not have survived."

Despite the severe punishment his body had taken, Colonel Rankin made a complete recovery and within months was back flying again. He had remained conscious throughout the entire ordeal and was able to give flight surgeons and scientists valuable data about the effects of high altitude ejection.

LESSON FOR MCJROTC CADETS

There was no doubt in Colonel Rankin's mind that he owed his life to his excellent physical condition. In his book, *The Man Who Rode the Thunder,* he said, "Ever since my teens, and throughout my career in the Marine Corps, I have been an intense believer in physical fitness. I have always felt that keeping in tip-top trim was not only an excellent way to stay healthy, but it made me feel alert, often saved me from boredom, added bounce to living, and several times saved my life."

You may never have to duplicate Colonel Rankin's feat, but you can follow his example by using a regular program of physical fitness to keep healthy, alert, and prepared to meet any emergency.

CHAPTER 22

PHYSICAL DEVELOPMENT AND FITNESS

You have heard the expression "fit as a Marine," or "tough as a Marine." The Marine Corps has always taken pride in the physical fitness of its men. Physical fitness is just one aspect of your goal of total excellence, but it is an important one because it is the foundation for other forms of excellence. Efforts to improve physical fitness should accompany efforts to improve other qualities—spiritual, mental, emotional, and social. Physical fitness itself is a broad subject which includes medical and dental care, proper nutrition, adequate rest, relaxation, and other aspects of healthful living. Physical fitness for the JROTC cadet means a healthy body, the capacity for skillful and sustained performance, the ability to recover from exertion rapidly, the desire to complete a designated task, and the confidence to face any challenge. Exercise is an essential requirement for achieving physical fitness. Strength, endurance, stamina, and other desirable physical qualities are best developed through vigorous activity.

WHY PHYSICAL FITNESS IS IMPORTANT TO YOU

You probably spend a lot of time thinking what you will do after graduation from high school. Businessman, technician, salesman, mechanic, or a doctor—the possibilities are endless. But no matter what occupation you choose, you will also want to be a person who—

Presents an attractive appearance.
Radiates confidence and good health.
Is skillful and energetic.
Has many friends and interests.

Now, while you are maturing, is the time to begin developing these qualities. The foundation on which to build is a strong, healthy, active body. All of your objectives will be easier to reach if you are physically fit.

If you are active in sports or take part in a daily school physical education program, you may be getting enough exercise already. However, if you don't get enough exercise at school or in sports, or if you desire to reach a level of fitness above that required of the average student, you will find that the Marine Corps physical fitness programs will help you reach that goal. People who are attractive, vigorous, and successful do not develop these qualities by accident. It requires planning. It also requires self-discipline and hard work. But the knowledge that you are becoming the person you want to be is worth the effort—many times over—and you can start on your way right now.

SOME FACTS ABOUT PHYSICAL FITNESS

Physical fitness is the ability to continue effort and perform well over a period of time. This ability requires good health, strength, stamina, and skill.

If you are physically fit, you will be able to do your school work and perform your other duties without becoming unduly tired. You will have abundant energy left for enjoying recreation and hobbies. You also will look better and perform better mentally.

Your mind will be more active and alert, and your body will be trimmer and more responsive. Your personality will be bolstered by new interests, confidence, and enthusiasm.

Physical fitness is the result of many factors—good medical and dental care, proper nutrition, adequate rest and relaxation, and sensible personal habits. But these are never enough. An essential factor is regular physical activity—exercise for a body that needs it to function well.

WHY EXERCISE?

Your body contains more than 600 nuscles. By the time you were 12 years old you were more than one-third muscle. All of us know that ordinary movements—things like running, jumping, and bending—all are made possible by muscles. Muscles also do many other things. They suck air into your lungs, push food along your digestive tract, and tighten your blood vessels to raise blood pressure when you need it for an emergency. Your heart is a muscular pump.

When young muscles are not used, or are not used enough, they do not develop and grow properly. They soon become flabby and weak, shrink in size, and lose the ability to do the jobs they were meant to do.

Recent studies showed that the average high school student spends 15 to 30 hours a week watching television and only 2 hours a week in organized play or exercise. That is one reason why one-third of the 200,000 pupils tested for the President's Council on Physical Fitness failed a simple test of strength, stamina, and flexibility. Some of the boys and girls could not raise themselves to a sitting position without using their hands!

SOME SPECIAL REWARDS

We usually think of exercise as a way of strengthening the muscles. That is just one of the many ways it helps you. Regular exercise also strengthens the heart and the lungs. Your heartbeat grows stronger and steadier and your breathing becomes deeper. By increasing the flow of the blood, exercise aids in the removal of wastes.

Here are some of the benefits you can expect if you follow a regular exercise schedule:

1. Improved posture and appearance.
2. More flexible joints and greater elasticity of muscles.
3. More energy for both physical and mental tasks.
4. Improved - strength, endurance, and coordination.

EXERCISE AND THE HEART

At your age you are not worried about having a heart attack. You shouldn't be, but now is the best time to begin building insurance against a heart attack later in life.

Fifty-five percent of all deaths in the United States are the result of diseases of the heart and the circulatory system. Doctors say such deaths could be reduced if more people would exercise regularly, eat properly, and keep their weight down. A famous heart specialist recently said:

"The best insurance against coronary (heart) disease is exercise—lots of it."

There is no scientific basis for the belief—still held by some—that exercise will damage a healthy heart. After many years of studying the effects of exercise on the heart, a medical school professor concluded:

"There's no evidence that athletic competition of any kind will damage the heart of a healthy adult or growing boy, even though the acitivity is pursued to the point of complete exhaustion."

A WORD ABOUT WEIGHT

Overweight is a common problem for teenagers today. Lack of exercise, between-meal snacks, and rich desserts all add up, and what they often add up to are rolls of fat. If you have a weight problem, exercise can help you solve it.

An excess of 100 calories a day (the amount contained in 8 ounces of a carbonated drink) can produce a 10-pound gain in a year. Yet it could be burned up by a 15 to 20 minutes daily walk. The answer, then, is not to let yourself get fat in the first place!

If you need to lose weight, do so gradually. A pound a week is about right. Ask your health teacher or your doctor about a safe diet. Follow it faithfully and exercise regularly. The weight you lose will be a weight off your mind as well as your body, and you will be a far more active and attractive person.

COMPONENTS OF PHYSICAL FITNESS

A sound body, free of disease and defect, does not in itself constitute physical fitness. Before you can say you are "fit as a Marine," you must be able to demonstrate good health, strength, endurance, coordination, and agility. Marine Corps training gives attention to the development of each of these vital components of physical fitness.

HEALTH

Health is the most important element of physical fitness. Without good health the other aspects of physical fitness will be limited. Good health is the result of proper medical and dental care, proper nutrition, and adequate rest.

STRENGTH

The strength of a muscle is the force that it can exert during contraction. This strength can be increased by placing progressively greater demands on the muscle. Muscles increase in size, strength, and firmness with regular and strenuous exercise. Without work, they grow flabby and weak.

ENDURANCE

There are two kinds of physical endurance—*muscular endurance* and *circulo-respiratory endurance.* Both are related to the ability of the lungs and circulatory system to get oxygen to the muscles.

Muscular endurance is closely related to strength, and is simply the ability to lift a certain weight many times or to hold it in a set position for a long time. Muscular endurance is required for such acitivities as hiking in the mountains, carrying a heavy suitcase, or doing pushups.

Circulo-respiratory endurance, which we normally call "wind", depends on the efficiency of the blood vessels, lungs, and heart. The maximum effort we can exert over a period of time is limited by our capacity to absorb oxygen and expel carbon dioxide. Maximum effort, such as sprinting, can be kept up only a short period of time, but milder or slower effort can be sustained for a longer period.

The combination of muscular and circulo-respiratory endurance is called "stamina." Stamina is required for physical activity which is continued over an extended period of time. Some examples of activities requiring stamina are running, swimming, basketball and bicycling. The average person's stamina can be greatly increased by exercise.

COORDINATION AND AGILITY

Coordination and agility are closely related. Coordination is the ability to control the overall movement of the body in a smooth, efficient way, without useless motion or effort. Agility is the ability to react quickly and make rapid changes in position while keeping the body under control. Coordination and agility are essential to the training of

Marines, but these are qualities that are useful to everyone.

A PHYSICAL FITNESS GLOSSARY

Some of the technical terms used in discussing physical fitness may be unfamiliar to you. With physical fitness becoming an increasingly popular subject, here are some words you will want to know:

Calorie—The unit used to measure the amount of energy in food. (An 8-ounce glass of whole milk contains 170 calories, an average slice of bread, 60.)

Circulo-respiratory endurance—The ability of the heart and lungs to continue effective performance.

Circulatory system—The heart, arteries, and veins.

Muscular endurance—The ability of a muscle to continue exerting force.

Muscular strength—The maximum force that can be voluntarily applied in a single muscular contraction.

Stamina—A combination of circulo-respiratory endurance and muscular endurance.

CHAPTER 23

MARINE CORPS FITNESS PROGRAMS

Since 1775, the Marine Corps has prided itself on its high training standards and its ability to attract young men who can meet the physical demands of training and become conditioned in a minimum of time. For nearly two hundred years, the Marine Corps has been in the business of taking young men, many of them accustomed to soft living, and within a few short weeks turning them into well-conditioned, disciplined Marines who are fit in body, mind, and spirit for the rigors of combat. The effectiveness of Marine Corps methods in producing such men is proven again and again by the exploits of the men who have gone through training at the Marine Corps Recruit Depots and Officer Candidates School.

Physical fitness is considered such an important ingredient of Marine training that a Physical Fitness Academy was established at the Marine Corps Development and Education Command, Quantico, Virginia, to teach officers and noncommissioned officers effective methods to develop and maintain physical fitness in their men. This academy has worked closely with the President's Council on Physical Fitness to develop programs that are useful not only for Marine training, but may be used by any group or individual that has an interest in keeping physically fit.

As a MCJROTC cadet you will become familiar with Marine Corps fitness programs that are guaranteed to improve your strength, stamina, and physique. These programs are not intended to duplicate your school physical education program, but to provide an additional challenge to cadets who would like to attain a level of physical fitness above that required of the average student. You may be tested periodically to measure your progress, and if you qualify, you will be given an opportunity to compete with students throughout the country in the Marine Corps Youth Physical Fitness Program. Championships are held each year at Marine Barracks, Washington, D. C.

The programs presented in this chapter will help prepare you for this competition if you are interested, but even if you are not, they can help you achieve a level of physical fitness that will make you a healthier, more productive person. Some programs are designed to promote general fitness, while others concentrate on strength, stamina, or some other special area of fitness. You will be able to select those that are of particular interest to you or your unit.

If you have not been participating in a regular program of exercise, it will be wise to start gradually and begin with the recommended starting dosage for each exercise. It is better to take it easy at the start, rather than over-exert yourself on the first session and be unable to continue the program for several days because of soreness or fatigue. If you have not had a thorough physical examination recently, you should see your family doctor before starting a program of vigorous physical activity.

PRINCIPLES OF PHYSICAL CONDITIONING

Research in the physiology of exercise has developed some principles of physical conditioning which must be understood and applied for best results in any fitness program. Marine Corps Physical Fitness Programs stress the following principles:

1. Overload. The physical load must be increased as strength and endurance increase. A muscle will not increase in strength—regardless of how much it is used—unless it has to overcome increased resistance. In other words, you must put demands on your muscles greater than normally required in order to increase their strength.

2. Progression. The intensity (overload) of the exercise must be increased gradually, beginning at a level that is safely within your limits. As your condition improves, you will gradually increase the intensity step by step until you reach the desired level of fitness.

3. Balance. An effective program provides for development of all components of fitness. You should include activities to develop strength, stamina, and coordination, as well as basic skills.

4. Variety. Use a variety of activities to keep your routine from becoming boring. This does not mean that you should not have an organized program, but include variety in your program.

5. Regularity. You cannot keep in shape with occasional or infrequent workouts. Regularity of exercise is a must. Three days a week is a minimum for general fitness. If you are training for competition you may need daily workouts.

Keep these principles in mind as you study the Marine Corps Physical Fitness Programs in this chapter.

PRINCIPLES OF
PHYSICAL CONDITIONING

1. OVERLOAD
2. PROGRESSION
3. BALANCE
4. VARIETY
5. REGULARITY

EXERCISES FOR GENERAL PHYSICAL FITNESS

The exercises presented in this section are designed to develop general physical fitness. They can be done almost anywhere, indoors or out, and require no special equipment. They are suited for use by individuals or groups. For best results exercises should be performed in the order presented.

THE DAILY SEVEN

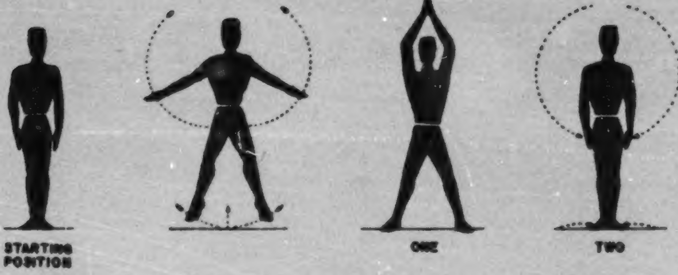
The "Daily Seven" is a series of exercises that can be completed in 15 minutes. These exercises develop strength and flexibility in the major muscle areas and when done properly help to build stamina. It is a good idea to memorize the order of the exercises so that you can continue from one exercise to the next without pausing.

The starting dosage is six repetitions of each exercise. An increase of one repetition for each three periods of exercise is an acceptable rate of progression. This rate is continued until 12 repetitions can be completed. At that point you may want to continue your workout with some other exercise such as running or swimming, or you can continue your progression until you can perform 25 repetitions of each exercise.

THE DAILY DOZEN

When you have progressed in the "Daily Seven" until you can complete

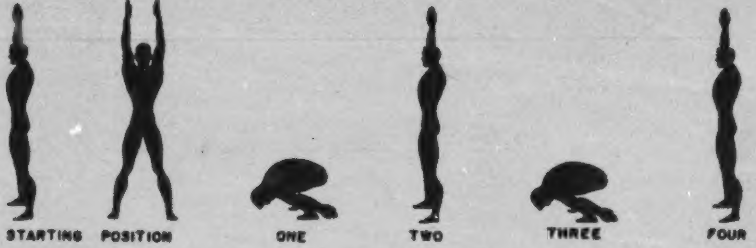
A. The Daily Seven.



Exercise 1—SIDE-STRADDLE HOP

Starting Position. Position of attention.

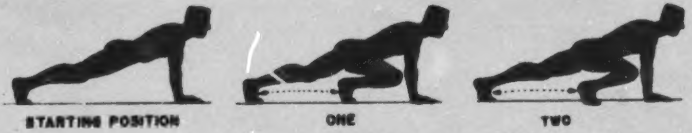
Movement. ONE. Swing the extended arms to the overhead position, palms facing, with a simultaneous hop of the feet wideways. The feet should be approximately 30 inches apart. TWO. Recover to the starting position, in a quick and vigorous manner. THREE and FOUR. Repeat ONE and TWO.



Exercise 2—BEND AND REACH

Starting Position. The feet are spread more than shoulder-width apart. The arms are overhead, elbows locked, palms facing, fingers extended.

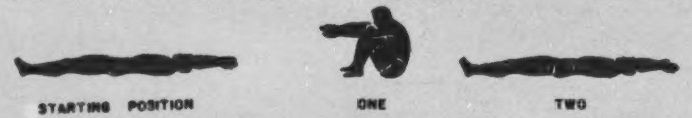
Movement. ONE. Bend at the knees and waist moving the arms down, and reach between the legs as far as possible. The eyes look to the rear. TWO. Sharp and vigorous movement, recovering to the starting position. THREE and FOUR. Repeat ONE and TWO.



Exercise 3—MOUNTAIN CLIMBER

Starting Position. Front leaning rest position, body straight from head to heels, with the participant looking directly to the front.

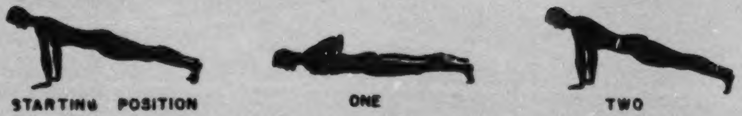
Movement. ONE. Bend the left knee and bring the left foot as far forward as possible. Neck should remain arched to the rear, with participant looking to the front. TWO. Return left leg to original position, while simultaneously bending the right knee and bringing the right foot as far forward as possible. THREE and FOUR. Continue exercise alternating left and right legs in quick-time cadence.



Exercise 4—ROWING EXERCISE

Starting Position. On the back. The toes and heels are together, the legs are straight. The arms extended over the head, elbows locked, palms facing.

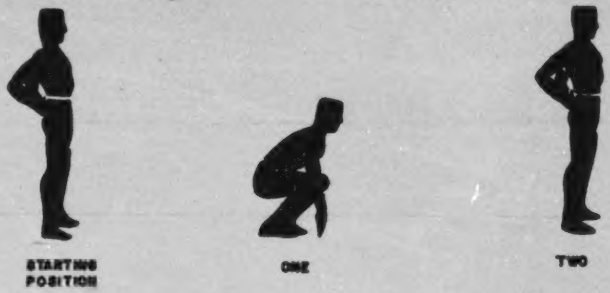
Movement. ONE. A sharp movement, sit up, bringing the heels as close to the buttocks as possible, knees to the chest, swinging the arms forward. Note that the arms are outside of the knees. TWO. Recover to the starting position, swinging the arms overhead and keeping them straight. The legs move forward until the knees are locked. THREE. Repeat ONE. FOUR. Return to starting position.



Exercise 5—PUSHUPS

Starting Position. Front leaning rest position, body straight from head to heel; elbows locked, and toes and heels together.

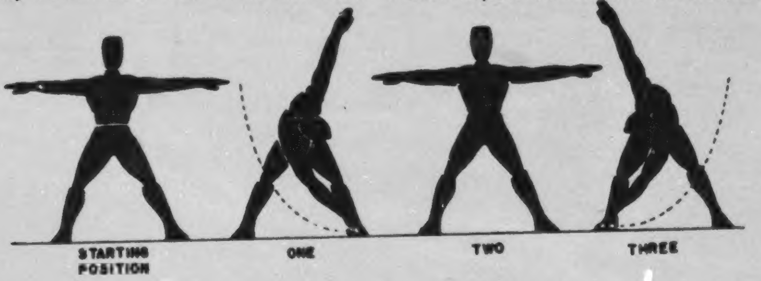
Movement. ONE. Lower the body, keeping it straight until the chest touches the ground. TWO. Raise the body until the elbows are locked. THREE. Lower body again until the chest touches the ground. Remember, the body is always straight. FOUR. Raise the body again until the elbows are locked.



Exercise 6—KNEE BENDER

Starting Position. The feet are spread less than shoulder-width apart, hands on the hips, thumbs in the small of the back, elbows back.

Movement. ONE. Do a knee bend until the thighs are parallel to the deck. At the same time, bend slightly forward at the waist and thrust the arms between the legs until the extended fingers touch the ground. The hands are about six inches apart. TWO. Recover to the starting position by moving the body upward, straightening the knees and returning the hands to the hips. THREE and FOUR. Repeat movement in count ONE and TWO.

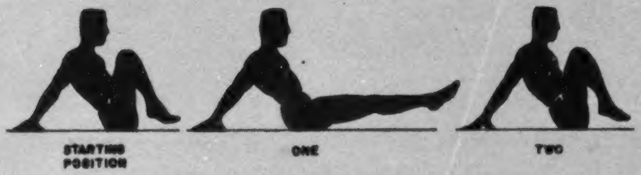


Exercise 7—TOE TOUCHER

Starting Position. Arms horizontal, palms facing down, feet more than shoulder-width apart.

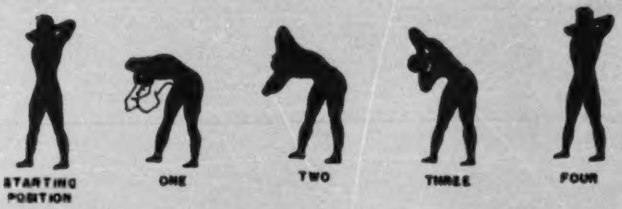
Movement. ONE. Bend forward at the waist, touching the right-hand fingers to the left toe. TWO. Recover to the starting position. THREE. Bend forward at the waist, touching the left-hand fingers to the right toe. FOUR. Recover to the starting position. FIVE, SIX, SEVEN and EIGHT are repeat movements of the initial four counts.

B. The Daily Dozen.



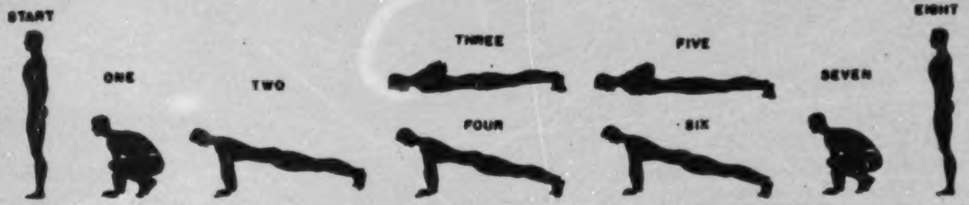
Exercise 8—SITTING TUCKS

Starting Position. Sitting position, arms to the rear with hands on the deck. Legs flexed (drawn into stomach), feet off the deck.
Movement. ONE. Extend legs fully. Use hands to balance upper trunk, countering the weight of the extended legs. TWO. Draw legs back into the stomach (flexed position). Feet remain off the deck. THREE and FOUR. Repeat movements in counts ONE and TWO.



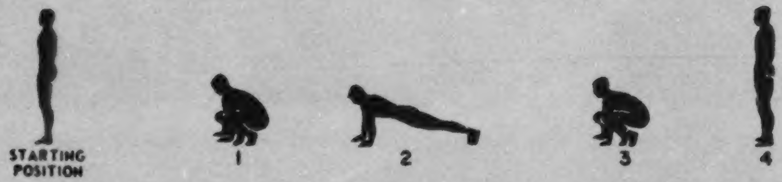
Exercise 9—TRUNK-TWISTER

Starting Position. The feet are spread more than shoulder-width apart. The fingers are laced behind the neck, thumbs pointing down, and elbows are back.
Movement. ONE. Keeping the knees locked and the back straight, bend forward at the waist sharply. TWO. Twist the trunk to the left vigorously, keeping the elbows back. The left elbow is higher than the right. THREE. Twist the trunk to the right vigorously, keeping the elbows back. The right elbow is higher than the left. FOUR. Straighten sharply to the starting position.



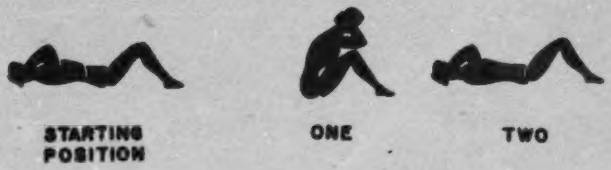
Exercise 10—EIGHT-COUNT PUSHUP

Starting Position. Position of attention.
Movement. ONE. Assume the squatting position by bending the knees and placing the hands on the ground, palms down, with the arms between the knees. TWO. Thrust the legs to the rear assuming the front leaning rest position. THREE and FOUR. Do a pushup. The body is raised and lowered in a plane. FIVE and SIX. Do another pushup. Remember to touch the chest to the ground and fully extend the elbows on the pushup. SEVEN. Recover to the squatting position, with the knees outside the elbows. EIGHT. Return sharply to the starting position.



Exercise 11—BEND AND THRUST

Starting Position. Position of attention.
Movement. ONE. Squat and bend, placing the hands on the floor inside the knees, shoulder width apart. TWO. Thrust the legs to the rear into the front leaning position. THREE. Recover to the half-squat position with elbows inside the knees. FOUR. Return sharply to the position of attention.



Exercise 12—BENT KNEE SITUPS

Starting Position. On the back, with hands clasped behind the head, knees raised until thighs make 45 degree angle with floor, feet flat on floor. Partner may assist by holding feet.

Movement. ONE. Sit up and bend forward until forehead is near knees, elbows outside knees. TWO. Return to starting position. THREE and FOUR. Repeat action of counts ONE and TWO.

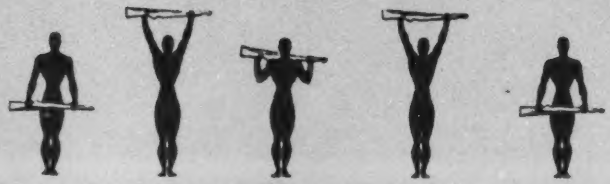
12 repetitions of each exercise without strain, you will be ready to begin the "Daily Dozen." The "Daily Dozen" will be easy to learn because the first seven exercises are exactly the same as the "Daily Seven." You will need to add only five additional exercises. These five new exercises add to the variety as well as the difficulty of the workout. The exercises are programmed so that you begin with the less strenuous warmup and stretching exercises and progress to exercises of increasing difficulty. Because of the increased difficulty of the "Daily Dozen," the starting dosage is five repetitions. Gradually increase the load until you can complete 12 repetitions of each exercise. At that level you may continue your daily workouts with some other exercises which emphasize strength or stamina, or you may continue your progression until you can perform 25 repetitions of each exercise. The one exception to this is the eight-count pushup, which you may limit to 20 repetitions.

RIFLE EXERCISES

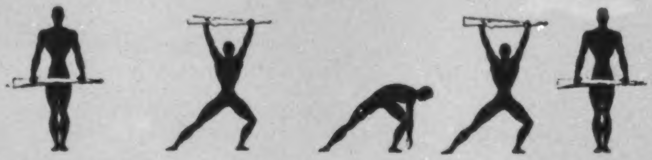
Rifle exercises are conditioning exercises performed with a rifle. They are designed to be performed as a group by any unit armed with the rifle. The weight of the rifle makes the exercises more strenuous and thus provides greater development, particularly of the upper body. This drill can be completed within 15 minutes.

The extended, rectangular formation is recommended for this drill. Any level area is satisfactory. All exercises are performed from the standing position, and no ground contact is required.

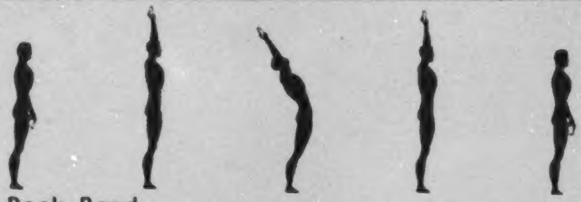
The starting dosage is six repetitions of each exercise. An increase of one repetition for each three periods of exercise is a good rate of progression. This rate is continued until 12 repetitions can be completed.



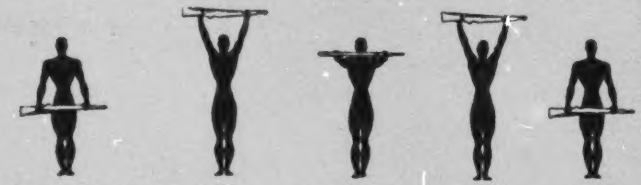
1. Foreup, Behind Back



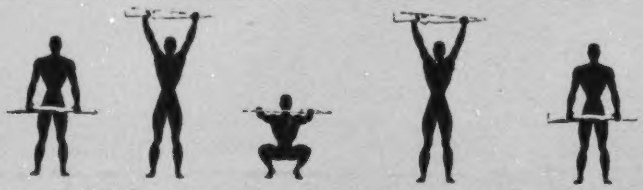
2. Lunge Side, Turn and Bend



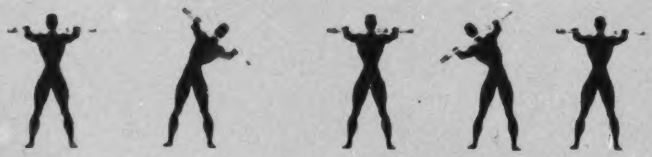
3. Foreup, Back Bend



4. Up and Forward



5. Foreup, Half Squat



6. Arms Forward, Side Bend

Rifle Exercises.

STRENGTH AND PHYSIQUE-BUILDING EXERCISES

If you plan to participate in sports, or if you want to develop a more attractive physique, you will want to supplement your general fitness exercises with some exercises designed to emphasize the development of certain groups of muscles. If you want to be a defensive lineman on the football team, you will want to develop strength in your legs and upper body. If you play basketball, you will want to develop extra spring in your legs. Strong wrists and forearms are required for the baseball player. If you want to excel in these sports, you must develop strength in these particular muscle groups. For three days out of the week you can substitute the exercises in this section for your general fitness exercises.

PRACTICAL WEIGHT TRAINING

Weight training should not be confused with the competitive sport of weight lifting. Weight lifting is designed to develop the ability to lift a large amount of weight in a single lift. In contrast, weight training is the systematic development of major muscle groups by the use of exercises reinforced with weights to provide resistance. The resistance provided by the weights develops strength more rapidly than the same exercise without weights.

These exercises can be completed in 15 minutes. The program is progressive and applies the principle of overload in a safe, gradual manner. Care should be taken in the proper execution of these exercises. Insure that the back is straight during the lifting phase of all exercises. When exercises require assuming the standing position with the weight, always grasp the weight while in the squatting position and then raise to a standing position. You should always have a "spotter" standing by to assist you in case you get in an awkward situation with a weight you are unable to handle.

For each exercise select a weight you can lift six times without strain. When you have progressed to the point where you can lift the weight 10 times without strain, add 5 pounds. In each exercise do three sets of 6 to 10 repetitions. Rest after completing each set.

DEVELOPING STAMINA

No physical fitness program is complete without some activity to develop stamina. You will remember that stamina is the combination of muscular endurance and circulo-respiratory endurance. Stamina is that component of physical fitness that enables us to perform strenuous activity over a period of time, such as playing basketball, swimming, or distance running. Activities such as running, hiking, swimming, or bicycle riding are good exercises for developing stamina. Even if you are not interested in becoming a varsity athlete, you will want to have stamina to perform your normal activities in an efficient manner and have enough energy remaining at the end of the day for recreational pursuits.

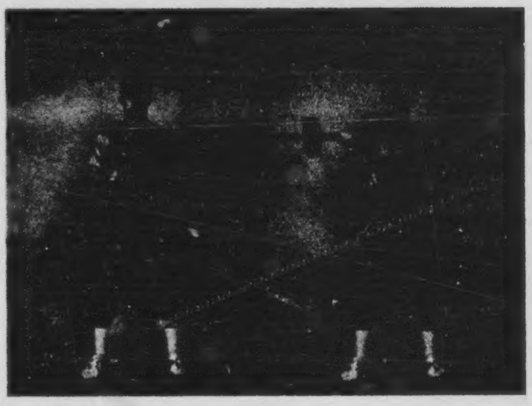
RUNNING

Running is one of the best activities for developing stamina. It requires a minimum of equipment and can be done almost anywhere. In the proper setting, running can be a pleasant pastime. It is a good way to end your physical conditioning workout. It not only enhances the workout, but helps to relax tired muscles and get rid of tensions. However, the primary benefit of running is the development of efficiency of the heart and lungs. We are not concerned here with competitive running, but running as a means to attain physical fitness.

FOR THE ARMS

Curls

Starting Position: Stand erect, feet shoulder-width apart. Hold bar down in front of body, with palms facing *outward* and shoulder-width apart. *Action:* Count 1—Curl the bar upward to the chin, bending arms at elbows. Count 2—Return to starting position. Reverse curls are done in the same way with palms facing *inward* at the starting position.



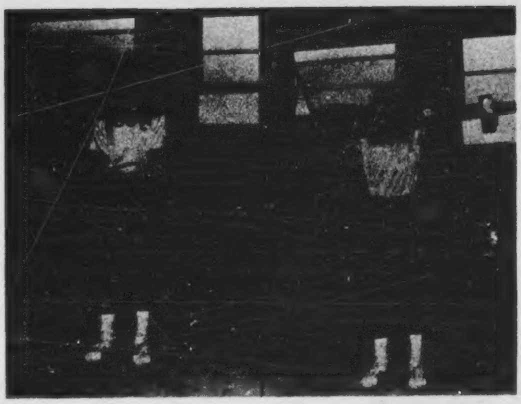
Military Press

Starting Position: Stand erect, supporting weight at shoulder level, with feet and hands shoulder-width apart. *Action:* Count 1—Press weight overhead to extended-arm position. Count 2—Return to starting position.

FOR THE SHOULDERS

Pullups

Starting Position: Stand erect, feet shoulder-width apart. Hold bar down in front of body, with palms facing inward and 2 to 3 inches apart. *Action:* Count 1—Pull bar up to chin, holding elbows high. Count 2—Return to starting position.

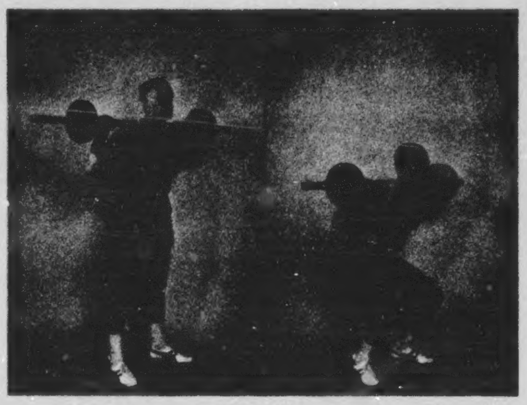


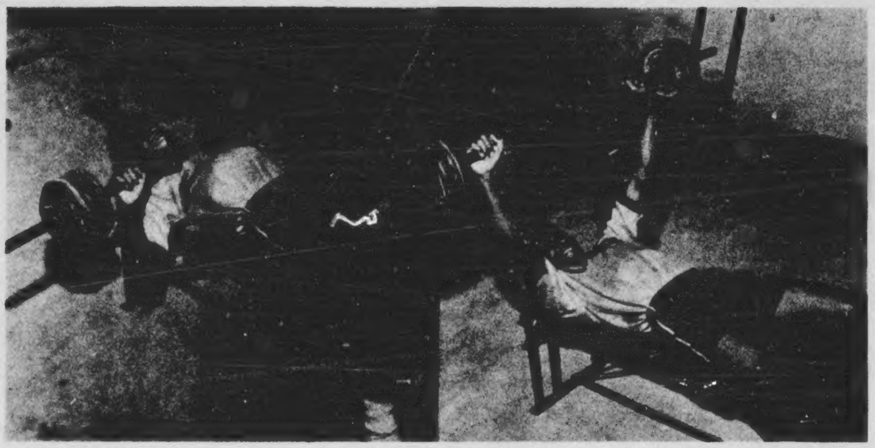
Strength Builders.

FOR THE LEGS

Half Squats

Starting Position: Stand erect, feet shoulder-width apart, with weight supported across shoulders. *Action:* Count 1—Bend knees halfway. Count 2—Return to starting position. A support under the heels will improve balance.





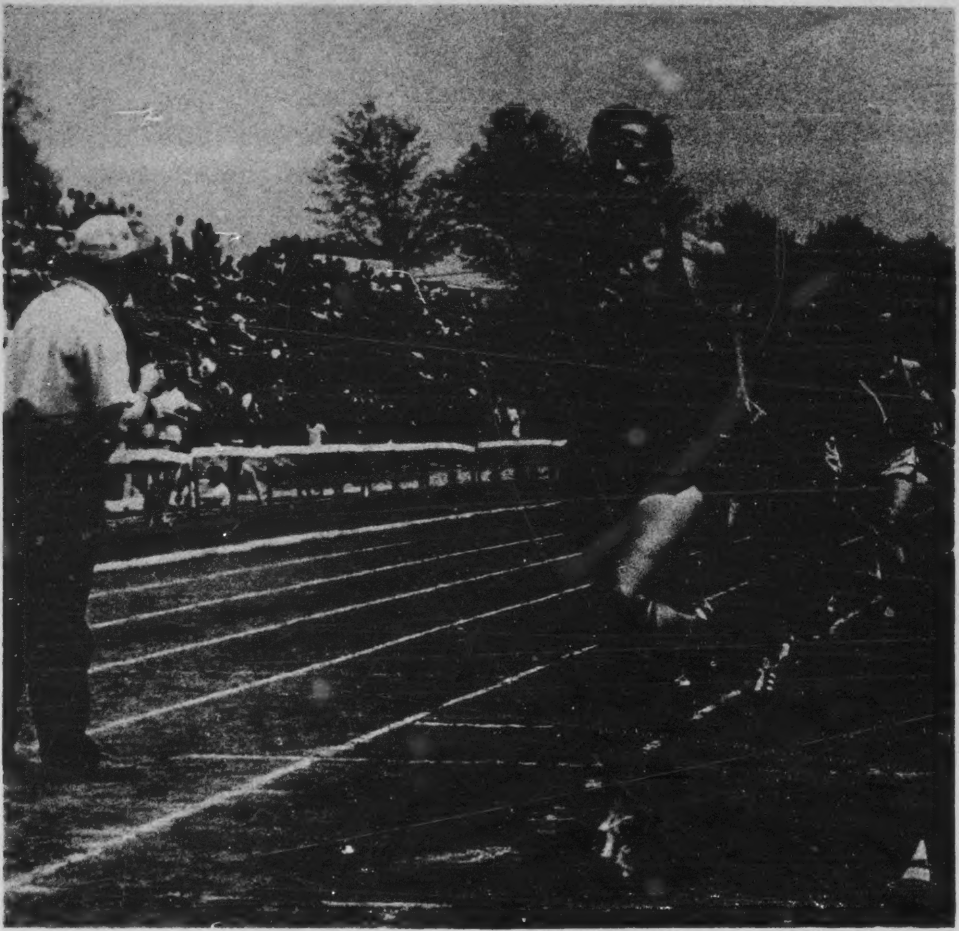
STRENGTH BUILDERS

FOR THE CHEST

1. Prone Press

Starting Position: Lie on back on floor or bench, with legs straight. Support weight with palms facing out and spaced shoulder-width apart. *Action:* Count 1—Press weight up to extended-arm position. Count 2—Return slowly to starting position.

Equipment. Running for physical fitness requires very little special clothing or equipment. You will need only to wear clothing that is comfortable and appropriate for the season. A comfortable pair of athletic shoes with cushioned soles is desirable. White athletic socks should be worn under the shoes. A watch with a second hand will be helpful if you want to measure your progress.



Marine Lieutenant Juris Luzins displays stamina and excellent running form as he moves into the lead on the final lap of the 880 yard run during the 15th Annual Quantico Relays.

TYPES OF RUNNING

There are many types of running that are useful for developing physical fitness. These include jogging, cross-country running, sprinting, and such variations as interval running and Fartlek running. From these forms of running you will be able to select those that will fit into your own fitness program.

Jogging. Jogging is running at a relatively slow pace in an easy, relaxed manner. The jogger does not strive for speed, but rather to sustain his effort over a period of time for several miles. This kind of running is suitable for men, women, boys, and girls of all ages. The beginning jogger should start with a program of walking and slow jogging over a measured course. A recommended training distance is two miles. This distance might seem too long for the beginner, but only if it is done too fast. Two miles is not an excessive distance for anyone in normal health if it is traveled at a slow pace, alternately jogging and walking. As the jogger's stamina improves, he will be able to cover the two miles in a slow jog and eventually in a fast jog. When he is able to cover the two-mile course in 16 minutes or less, he may want to increase the distance.

Cross-Country Running: Cross-country running is distance running over a course laid out along roads, across fields, over hills, through woods, and on any irregular ground. The objective is to cover the distance in the shortest possible time. These runs develop strength in the leg muscles and increase heart and lung capacity. Beginners should start with shorter distances and gradually work up to distances of 2½ to 3 miles.

Interval Running. Interval running was developed as a form of training by the great Czech middle-distance runner Emil Zatopek. It consists of periods of fast running for a given distance, alternated with periods of slower running to allow the runner to recover. For example, you might run at a fast pace for 200 yards, then slow to a jog until you are able to do another 200 yards at the fast pace. This form of running can be used to break the monotony of jogging.

Fartlek Running. This type of running is named for the Swedish word which means "speed-play." It is another method which adds variety to a training session. The runner combines jogging, fast running, sprints, uphill dashes and downhill striding in a single session which may last up to one hour. It should be done in pleasant surroundings such as a park, woodland, or a golf course. If done properly this is a tough, demanding, and effective form of conditioning.

Wind Sprints. Wind sprints provide a strenuous workout in a short period of time. This form of running involves a series of short dashes (30-40 yards) usually conducted in successive intervals with only a short break between sprints. Wind sprints help to develop speed and circulo-respiratory endurance. An athletic field or any other level area may be used. One or two 30-yard sprints will be adequate at the beginning. Sprints may later be increased to six or seven in one session.

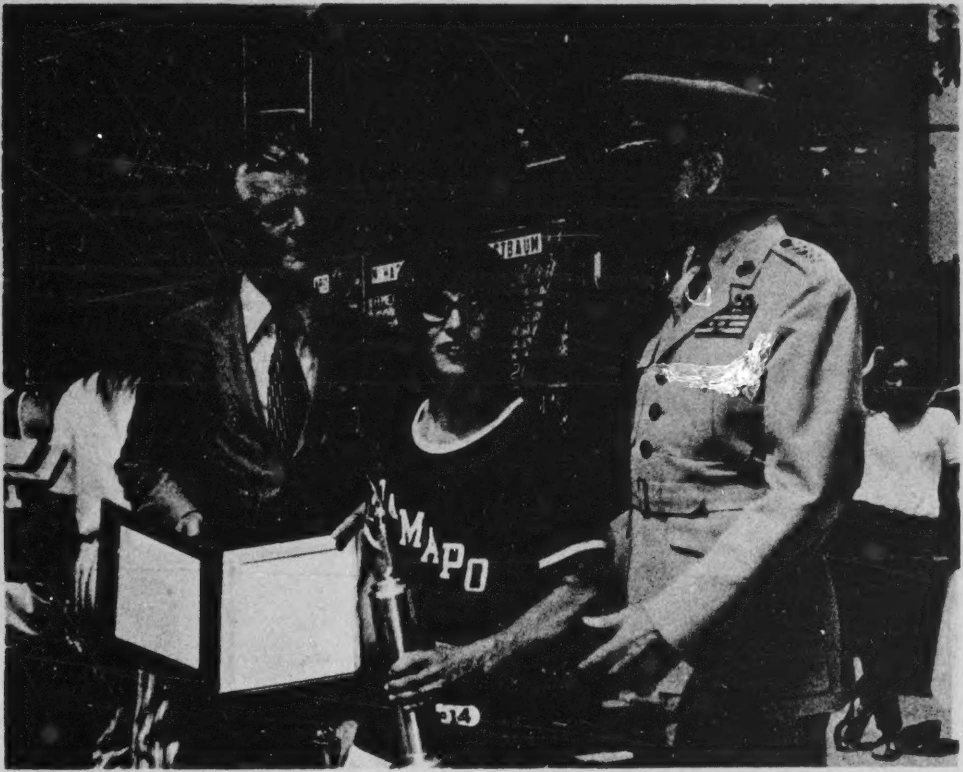
Running is one of the most effective and enjoyable activities for developing stamina. Some other benefits are improvement of appearance through weight control; improvement of posture through strengthening of the antigravity muscles; improvement of psychological traits such as self-confidence and will power; and improved temperament through relief of tensions and anxiety. Some form of running should be a regular part of your physical fitness program.

HIKING

Hiking has always been an important part of Marine Corps training. The Marine must be able to march long distances carrying his pack and equipment and still arrive fresh enough to carry out his mission. Because of the convenience of the automobile most of us do not walk very much. Consequently, our feet and legs suffer when we are called upon to travel long distances on foot.

Many people, however, are rediscovering the art of hiking or walking for recreation. Hiking and trail clubs are reporting a new wave of enthusiasm as more and more people are taking to the trails to escape the crowded highways. The renewed interest is sparked in part by physical fitness and back-to-earth ecology movements. These new enthusiasts have found that hiking—whether for a few miles or an extended backpacking trip—relieves the frustrations of modern civilization.

Although hiking might more properly be called a recreation activity, it has great value in physical conditioning. Hiking at a good pace over mountainous terrain develops muscular strength and endurance, particularly in the legs. The degree of fitness gained from hiking will depend upon the intensity of the activity. Marching longer distances at a fast pace will give the best results. Just as in dis-



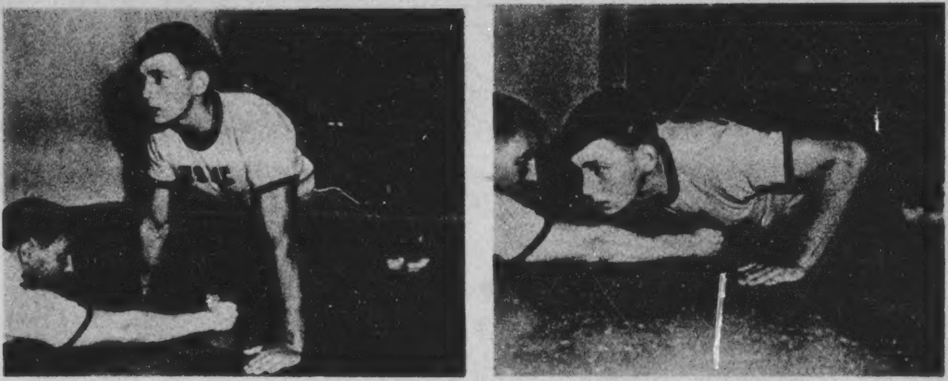
The 1971 individual champion of the Marine Corps Youth Physical Fitness national competitions is congratulated by the Commandant of the Marine Corps upon receipt of the championship trophy and a $1,500 scholarship.

tance running, the beginner should start with shorter distances and a slower pace until his feet and legs are conditioned.

Hiking is a good group activity, and can be combined with a number of other activities such as camping, fishing, exploring, or trips to historical sites. There is a growing number of trails that are marked and maintained for hiking. One of the most famous is the Appalachian Trail which stretches 2,000 miles from Maine to Georgia. This scenic mountain trail is complete with campsites and overnight shelters in many areas. A similar trail, the Pacific Crest Trail, traverses the mountains of the Pacific Coast. You will find many suitable areas for hiking in your region. Get in stride with the hiking movement. You will benefit not only in physical fitness, but in a better appreciation of your natural environment.

MARINE CORPS YOUTH PHYSICAL FITNESS PROGRAM

The Marine Corps Youth Physical Fitness Program was established to encourage physical fitness among high school students. Participants who achieve a satisfactory level of fitness are



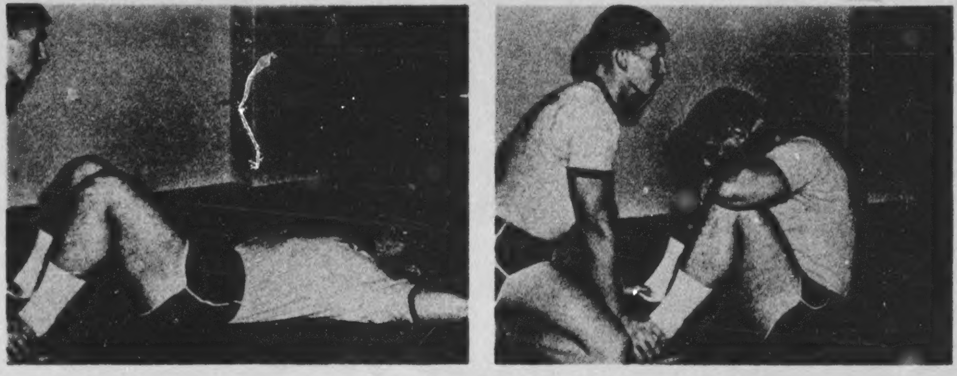
PUSH-UPS

1. Position.—Assume position as shown with hands placed directly under the shoulders. Body must be held in a straight line from the shoulders to the feet which may be no more than one foot apart. Partner lies on deck with one hand extended under chest of the man who is to perform exercise.

2. Execution.—The man doing the exercise lowers his body until his chest touches his partner's hand, then raises body back to starting position.

IMPORTANT—To be valid each repetition requires the following:

1. Chest must touch partner's hand. 2. Stomach or legs must not touch the deck. 3. Body must remain straight. 4. Arms must lock straight to complete the upward motion. 5. No rest pause is allowed; exercise must be continuous.



SIT-UPS

1. Position.—Lie on back with legs bent so that the top of the thigh forms a 45 degree angle with the ground. Place hands behind and at the base of head with fingers interlocked. Feet will be held down by a partner.

2. Execution.—Sit up and bend forward until the forehead is directly above the top of the knees with elbows outside the knees. Return to starting position and repeat exercise.

IMPORTANT.—1. Fingers must remain interlocked.

2. Hands must remain behind and at base of the head.

3. Head must come directly above top of knees.

4. Knees and feet may not at any time be spread farther than shoulder width apart. 5. Individual may rest in either the up or down position as long as he maintains the correct basic position.

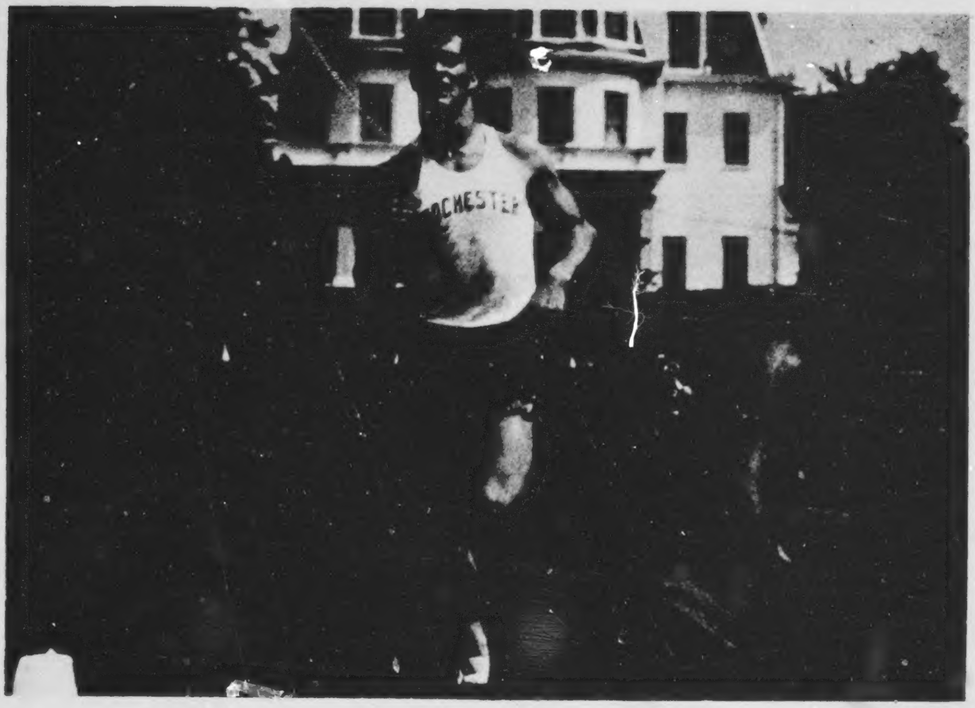
6. Shoulder blades must touch deck on layback.

STANDING BROAD JUMP

1. Position.—The individual stands with feet comfortably apart, toes just behind the take-off line. Preparatory to jumping, the contestant should have his knees flexed and should swing the arms backward and forward in a rhythmical motion.
2. Execution.—Jump forward, swinging the arms forcefully forward and upward, taking off from the balls of the feet. Land on both feet and lean forward so as not to lose any distance on the jump.
IMPORTANT.—1. Three jumps will be attempted within a 3-minute time frame. The best jump will be scored.
2. Measure from the take-off line to the nearest contact point of the landing. 3. If a contestant steps over the take-off line with either or both feet and continues to jump without stepping back, score it as a foul and it counts as one of his three attempts. 4. If a contestant falls back onto his hands or other parts of his body, measure to the rear-most point of contact with the ground.

PULL-UPS

1. Position.—Hand from bar with palms facing away from body, thumbs under bar. Arms and legs must be completely extended, with feet off the deck.
2. Execution.—Pull body straight up and place chin over bar. Return to starting position and repeat.
IMPORTANT.—To be valid each repetition requires the following: 1. The chin must be placed over the bar.
2. Arms must be completely extended when body is lowered. 3. Legs must remain extended at all times.
4. No swinging of the body. Partner should keep body from swinging if performer cannot do so.



SHUTTLE RUN

300 YARD RUN—This run is performed between two points, 60 yards apart. The man runs the distance five times; each time he will go around the marker, staying as close to it as possible. If the man does not complete the run, he receives no points. The run is continuous. Pylons are normally used as markers. If the performer knocks down the pylon he must return it to the upright position before continuing his run.

awarded a Certificate of Physical Achievement signed by the Commandant of the Marine Corps.

NATIONAL CHAMPIONSHIPS

Each summer the best teams in the nation assemble at Marine Barracks, Washington, D. C., for the Marine Corps National Youth Physical Fitness Championships. These teams are the champions of competition held in their own districts earlier in the year. Each team is made up of six members who compete for individual and team trophies. College scholarships of $1,500 and $1,000 are awarded to the two highest individual scorers in the competition. Individual and team trophies are awarded to members of the first three teams.

EVENTS

There are five events in the Youth Physical Fitness Competition. These events are similar to those of the Marine Corps Physical Fitness Test which is used to determine the physical readiness of regular Marines. Participants and coaches should make certain that all exercises are performed exactly as explained in the instructions. Any repetition of an exercise which is performed incorrectly will not be counted in the individual's score.

The sequence of events and time limits are:

1. Sit-ups, two minutes time limit.
2. Push-ups, no time limit.
3. Standing broad jump, three minutes time limit. Best of three attempts.

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS TEST

PULLUPS (Boys)

Equipment. A bar, of sufficient height, comfortable to grip. Starting Position. Grasp the bar with palms facing forward; hang with arms and legs fully extended. Feet must be free of floor. The partner stands slightly to one side of the pupil being tested and counts each successful pullup.

Action:

1. Pull body up with the arms until the chin is placed over the bar.
2. Lower body until the elbows are fully extended.
3. Repeat the exercise as many times as possible.

Rules:

1. The pull must not be a snap movement.
2. Knees must not be raised.
3. Kicking the legs is not permitted.
4. The body must not swing. If pupil starts to swing, his partner stops the motion by holding an extended arm across the front of the pupil's thighs.
5. One complete pullup is counted each time the pupil places his chin over the bar.

FIFTY-YARD DASH

Equipment. Stopwatch.
Starting Position.—Pupil stands behind the starting line. The starter takes a position at the finish line with a stopwatch. He raises one hand preparatory to giving the starting signal. Action.—When the starter brings his hand down quickly and hits his thigh, the pupil leaves his mark. As the pupil crosses the finish line, the time is noted and recorded.

Rules:

1. The score is the lapsed time between the starter's signal and the instant the pupil crosses the finish line.
2. Record the time in seconds to the nearest 10th.

600-YARD RUN

Equipment. Stopwatch, and running area with designated starting and finish lines. Stating Position.—Pupil stands behind starting line.
Action.—On the signal, "Ready!—Go!" the pupil starts running the 600-yard distance.

Rules:

1. The object is to cover the distance in the shortest possible time.
2. Record the time in minutes and seconds.

STANDING BROAD JUMP

Equipment. Any level surface and tape measure.
Starting Position.—Pupil stands with the feet comfortably apart, with toes just behind the takeoff line. Preparatory to jumping, pupil should have knee flexed and should swing the arms backward and forward in a rhythmical motion.
Action.—Jump, swinging arms forcefully forward and upward, taking off from the balls of the feet.

Rules:

1. Allow three trials.
2. Measure from the takeoff line to the heel or any part of body that touches the surface nearest the takeoff line.
3. Record best of three trials in feet and inches to the nearest inch.

FLEXED ARM HANG (Girls)

Equipment. A stopwatch and a sturdy bar, comfortable to grip and adjustable in height (height of bar should be approximately the same as that of pupil being tested).
Starting Position.—Two spotters, one in front and one in back, help pupil raise her body so that chin is above bar, elbows are flexed and chest is close to bar. Feet must be clear of floor, and pupil must employ overhand grip.
Action.—Hold position as long as possible.

Rules:

1. Start timing as soon as pupil is in proper position and released by spotters.
2. Stop timing when (a) pupil's chin touches bar; (b) pupil's head tilts back to keep chin above bar; (c) pupil's chin drops below bar.
3. Knees must not be raised.
4. Kicking the legs is not permitted.

SITUPS

Starting Position.—Pupil lies on his back with legs extended, feet about 1 foot apart. The hands, with fingers interlaced, are grasped behind the neck. The other pupil holds his partner's ankles and keeps his heels in contact with the floor while counting each successful situp.

Action:

1. Sit up and turn the trunk to the left. Touch the right elbow to the left knee.
2. Return to starting position.
3. Sit up and turn the trunk to the right, touching the left elbow to the right knee.
4. Return to the starting position.
5. Pupil should do as many situps as he can, but not exceed the number shown below in the "Excellent" category for his age and sex.
6. One complete situp is counted each time the pupil returns to starting position.

SHUTTLE RUN

Equipment.—Two blocks of wood, 2-by 2-by 4-inches (blackboard erasers may be used and stopwatch. Mark two parallel lines 30 feet apart. Place the blocks of wood behind one of the lines.
Starting Position.—Pupil stands behind the line opposite the blocks ready to run.
Action.—On the signal, "Ready!—Go!" the pupil runs to the blocks, picks up one, returns and places it behind the starting line. (He does not throw or drop it.) He then runs and picks up the second block and carries it back across the starting line.

Rules:

1. Allow two trials.
2. Disqualify any trial in which the block is dropped or thrown.
3. Record the better of the two trials in seconds to the nearest 10th.

SOFTBALL THROW FOR DISTANCE

Equipment.—Softball (12-inch), tape measure, small metal or wooden stakes. Within the contestants' 5-yard intervals parallel to a restraining line. A football field marked in conventional fashion makes an ideal area for the test.
Starting Position.—Pupil stands several feet behind the restraining line, ready to throw.
Action.—Moving forward, the pupil throws the ball, overhand, from behind the restraining line, as far as he can.

Rules:

1. Only an overhand throw may be used.
2. Mark point where ball lands with one of the stakes.
3. Three throws are allowed.
4. Disqualify throw if pupil steps over restraining line.
5. Measure and record the best of the three throws to the nearest foot.

4. Pull-ups, no time limit.

5. 300 yard shuttle run, scored by elapsed time.

NOTE: A three-minute rest period is allowed between events.

PHYSICAL FITNESS TESTING

Physical Fitness Tests should be given at least three times a year. The instructors should establish a day when each youth in his group is tested to establish his initial performance. Each set of exercises should be scored carefully and noted on the individual's record sheet.

Midway through the school term, the series of exercises should be given again with the scores taken and the students informed of their progress.

A final series should be administered just before the school term ends. Based on past experience, each youth should show improvement in his physical conditioning as demonstrated by his ability to make a higher score each time he undergoes the test.

For better group conditioning and testing the following organization is suggested:

Divide the groups into two units of equal size. Form the units into two lines facing each other. While one line takes the position for participation, the other line takes the exerciser's paper and prepares his score.

While unit one carries out the exercise, unit two assists by holding their opposite members' feet or placing their hands beneath their opposite members' chests, as required.

Unit two records their opposite members' scores. After exchanging positions, unit two undergoes the exercise. They alternate until all the exercises are complete.

Through the entire series of exercises, the supervisor observes the position and correct performance of the exercise. He may also control the exercise by a count or command system.

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS PROGRAM

The President's Council on Physical Fitness Test is a nationally recognized physical fitness testing program for boys and girls of high school age. Students who attain a satisfactory level of achievement on each event in the seven-item test are eligible to receive the Presidential Physical Fitness Award.

EVENTS

There are seven events in the President's Council on Physical Fitness Test. In order to guarantee valid testing procedures are followed participants and coaches must conduct the test as outlined in the *Youth Physical Fitness* manual prepared by the President's Council on Physical Fitness. The events in this test are:

1. Pull-ups (flexed arm hang for girls)
2. Sit-ups
3. 40 yard shuttle run
4. Standing broad jump
5. Fifty-yard dash
6. Softball throw
7. 600-yard run

PASS IN REVIEW!

Military drill is no longer essential to maneuver on the battlefield, but is still an important part of Marine Corps training.

a. What are the historical origins of military drill?

b. What are some of the benefits of military drill in leadership training?

c. Describe: (1) The position of attention. (2) The hand salute.

Physical fitness is not only a desired and expected leadership quality, it is important for personal health and well being.

a. What are some of the benefits of a regular exercise program?

b. Discuss strength, endurance, and stamina.

c. What must a person do to increase muscular strength?

d. Why is muscular strength alone not an indication of all-around physical fitness? What are some of the other measures of physical fitness?

e. Why is it recommended that you use a variety of methods to maintain your physical fitness?

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7

ADVENTURES IN LEADERSHIP

PART FOUR

MARKSMANSHIP AND WEAPONS

CHAPTER 24

THIS IS MY RIFLE*

"This Is My Rifle. There are many like it, but this one is mine. My rifle is my best friend. It is my life . . ."
From the *Rifleman's Creed* by MajGen W. H. RUPERTUS, USMC

The words above, and the rest of the Creed, illustrate the feeling that a Marine has towards his rifle, for no matter how large and computerized the battle, it will still be the rifleman standing on a piece of ground saying "this is mine" that will decide the conflict.

Today's Marine rifleman inherits a rich history of traditional skill with rifles, one that began in the Revolutionary War. Since 1775, Marines have trained and fought with a variety of muskets, rifles and carbines. Marines have taken pride in the fact that no matter what their future specialty, they are trained initially as infantry men. The story goes that when a Marine aviator was asked what his specialty was, he responded, "I'm an infantryman, but right now I'm flying airplanes."

FROM MUSKET TO M-16

THE SMOOTHBORES

Since Marine Corps organization and regulations were based on the Continental Marines as well as the British Royal Marines, and the arms industry was but an infant in Colonial America, the first standard arm of the American Marine was the British Long Tower Musket, more commonly known as the "Brown Bess."

Brown Bess was notorious for its short, effective range of 75 yards and extreme inaccuracy. As one user was heard to remark: "One went high and one went low and where in the world did the other one go?"

However, since it was the only weapon available in large quantities, the Brown Bess was the musket Marines were armed with when they landed in the Bahamas in 1776. Under command of Captain Samuel Nicholas, the first Commandant, this successful pioneer amphibious operation was undertaken to capture badly needed ordnance material for use by General Washington's forces.

As the war progressed and the young country found an ally in France (more truly an enemy of England), the fledgling American government was able to buy the French Musket, Model 1763, better known by the name of the armory in France where it was first made, "Charleville." Under the guiding hand of Ben Franklin, large quantities of this model were purchased. These muskets, because of their longer range, greater accuracy, and sturdier lock, where probably preferred by the Marines.

The Charleville and early U.S. models served as the Marines' standard arm

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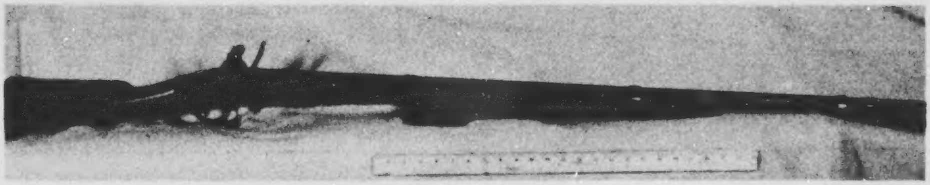


British "Brown Bess" Musket.

through the War of 1812. At the outbreak of hostilities, there were Marine detachments aboard just about every major ship of the fleet as well as at almost every Naval establishment ashore.

Some ship's detachments had in their arms chests the Short Tower Sea Service Musket, a slightly shorter version of the Brown Bess. Its shorter length made the musket easier to handle while in the ship's rigging. Using this arm primarily, and using it to great advantage, the Marine markmanship played an important part in the defeat of *HMS Guerriere* in August of 1812. Marine rifleman aboard the *Constitution* knocked out exposed enemy gun crews and deck officers with outstanding shooting.

FIRST BREECHLOADER

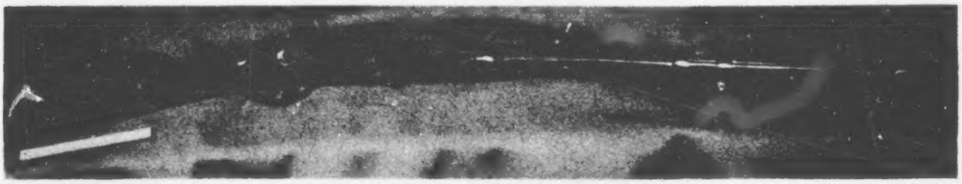
The next arm that played an important role in Marine Corps history was the US Rifle, Model 1819, the "Hall Breech Loader." This weapon brought about an evolution in the arms industry for several reasons. It was the first breechloading weapon to be adopted by the U.S. for its armed forces. All its parts were manufactured for interchangability. The outstanding feature of the weapon, from a Marine point of view, was its speed of reloading. Another feature, well-received but little known, was an adjustable trigger that could be set for a hair pull.

During firing tests, using the Charleville as the base weapon, it was found the Hall could fire 100 shots to 37 fired by the muzzle loader. During the fight between the Marines and the Sumatra natives, the Hall showed its true worth in combat by virtue of its superior rate of fire and improved accuracy.

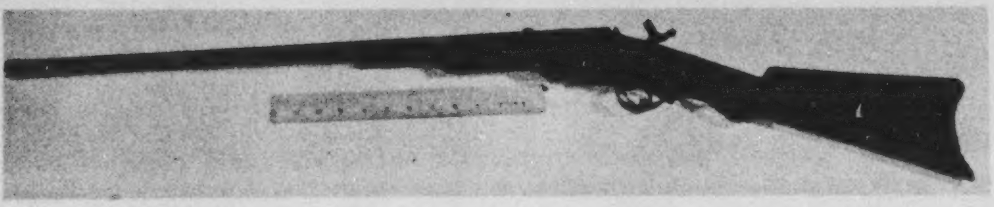
In the constant search for a better small arms, the Indian Wars of the late 1830s, in Florida and Georgia gave the Marines a chance to test a unique weapon. Young Sam Colt had designed and built the Colt Revolving Cylinder Carbine, better known as the Colt-Paterson. The unique feature of this carbine was a cylinder, based on the same design as the Colt pistol cylinder.

In 1837, the Navy purchased 60 of these carbines from Colt after he had traveled to Florida to sell his weapon. The Marines carried some 25 of the Colt-Patersons during combat but found them unreliable.

After the Colt was loaded for several days, powder from one chamber would



French "Charleville" Musket.



Colt-Paterson Revolving Cylinder Carbine.

leak, making a powder train to another chamber. Thus when one chamber was fired, two and sometimes all six chambers would explode!

Although the weapon was never officially adopted by the Corps as a standard item, official records indicate at least one model of the Colt was still carried until 1853.

In 1851, the U. S. Percussion Musket, Model 1842, was adopted. Some improvements over prior weapons included a grooved barrel and the addition of rear sights. This was the last smooth-bore weapon the Marines were to have as their standard shoulder arm. Although adopted in 1851, it wasn't until late in 1854 that all Marines units were armed with the Model 1842.

Marines were armed with this musket when they were called to Harpers Ferry in 1859 to recapture the U. S. Arsenal from the insurrectionist, John Brown.

RIFLING AND BOLTS

During the Civil War, the Union Marines utilized a variety of shoulder weapons, only three of which will be discussed here. The first of these was the US Rifled Musket 1855, better known as the Maynard.

The Maynard was the first of the .58 caliber weapons adopted as standard caliber for all small arms on July 5, 1855 by the then Secretary of War, Jefferson Davis. The innovation in this weapon was the "Maynard Tape Primer" invented by a Washington, D. C. dentist of that name. However, the tape primer system of ignition proved to be too vulnerable to moisture under field conditions. Before the war weapons equipped with it were converted to the percussion ignition system, using the more dependable primer caps. An outstanding feature of this arm was its exceptional accuracy. In the hands of an average rifleman, a man on horseback was almost always a sure hit at up to 300 yards range!

Another of the Civil War shoulder arms used by the Corps was the U. S. Rifled-Musket, Model 1861. This was a modified Maynard Tape Lock Model 1855 equipped with the tried and true percussion (cap) lock.

The final weapon of the Civil War era to be discussed was also the final percussion lock arm adopted as a standard item. It was also one of the more famous weapons of the century—the Sharps Rifle, Model 1863.

With the standard muzzle loaders of the war, the soldier had to tear open a

Springfield 1861 Rifled Musket.

paper cartridge with his teeth, pour the powder down the bore, place the bullet in the muzzle, ram it home, place a cap on the firing nipple, aim, and fire.

With the advent of the Sharps, the loading procedure was accomplished by lowering and moving the trigger guard forward.

This action dropped the breech block and uncovered the breech, permitting the insertion of a linen-wrapped cartridge. Lawrence Disc Primers, fitted into the right side of the breech, supplied the ignition.

First Lt. John Green, Marine Testing Officer, recommended adoption of the Sharps in a letter to the Commandant, Colonel John Harris, dated 6 February 1860. In part he wrote "... and the Marine in battle, possessed of a gun that can be instantly reloaded, keeping his eye on the foe, confident of his powder and the strength (that he is always ready) naturally is inspired with courage and self-possession which are invaluable to the soldier!!"

When the Civil War ended, the armories had on hand hundreds of thousands of smooth bore muzzle loaders. These weapons were converted from .58 caliber to .50 caliber by the insertion of a steel tube brazed in the bore. They were further converted to breech loaders. This weapon, known as the U. S. Rifle, Model 1869, Allin Conversion, found ready and willing hands of Marines who wanted to continue being armed with breech loaders. For almost 30 years, the Allins, or modified arms using the Allin trap door, were the standard weapon.

Another arm that saw limited use was the Lee Repeating Rifle, Model 1882. The Remington-Lee, as it was called, was the first true-bolt weapon that was a turn bolt. It utilized the standard .45-70-405 government cartridge.

In 1897, a truly revolutionary arm was adopted by the Marines. It was the Lee Straight-Pull U. S. Navy Magazine Rifle. In many ways this rifle was years ahead of its time. For one thing, it was the smallest (in physical size and caliber) standard military rifle made to that date. It was the first clip-fed rifle, 6mm (.236 inches), and utilized a rimless cartridge with a 122-grain bullet propelled at 2,550 feet per second.

The Lee Straight-Pull was by far the best weapon, ballistically speaking, then in the world. For the first time, black powder was not used. The rifle's weight, rated as the lightest ever for a service rifle was 8½ pounds.

On 10 June 1898, armed with the Lee, Marines stormed ashore at Guantanamo, Cuba, in the face of stiff Spanish resistance, and for 12 days held at bay a numerically superior enemy force. Throughout the Spanish-American War, Marines found that the clip-fed Lee, in the hands of a well trained rifleman, was far superior to the arms used by the Spanish.

The U.S. Magazine Rifle, Model 1898, Krag-Jorgensenson, adopted by the Marines in 1900, was the first .30 caliber weapon issued as a standard weapon in the Corps.

Following the War with Spain, Marines fulfilled many missions armed with the Krag. Marine Corps units fighting the Boxer Rebellion in China (1900) were still using the Lee when they defended the foreign Legation Quarter in Peking. The Philippines (1901), however, was the first battleground where Marine combat units were armed with the Krag—and the smooth, rapid-bolt action paid off.

As reports of the various combat operations were analyzed by the U.S. Ordnance experts, it became apparent, from the relative performance of the Spanish Mauser action and the Krag action that a better rifle with a better cartridge could and should be developed. Many combinations were created and tried, all based on Mausertype action. In 1903 it seemed the ultimate had been achieved with perfection of the "03"!

The U. S. Magazine Rifle, Model SVC (19)03, often called the "Springfield" because of its original place of manufacture, is still a favorite weapon of sportsmen today over 50 years after its introduction to the military scene. The crisp, smooth-bolt action still rates among the world's finest actions.

Orders sent Marines to fight in Europe as part of the AEF under Gen. John J. "Black Jack" Pershing, USA, and MajGen John A. Lejeune, USMC. At Belleau Wood in June of 1918, German troops faced the '03-wielding, sharpshooting Marines, and learned first hand of their fighting spirit and deadly accurate rifle fire. The '03 once again proved to be an outstanding weapon in the hands of confident, well-trained Marine riflemen.

ARMS OF TODAY

When WWI ended, the eternal search for the finest shoulder arm continued. By 1936 the prototype of the U.S. Rifle Caliber .30, M-1, had been perfected. Mr. J. C. Garand, employed at the Springfield Armory, had developed the weapon, which was approved by the Army after field tests. Upon adoption, the M-1 was produced in limited quantities until the outbreak of WW II.

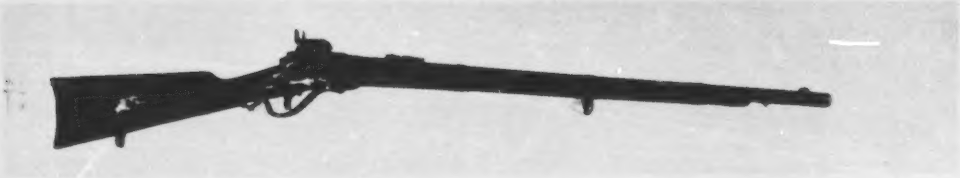
Using the gas-operated principle, the semi-automatic rifle gave the Marine rifleman unheard of firepower. Its eight-round clip and simplicity in design, which provided outstanding field durability, made the M-1 a highly desirable shoulder arm.

The Marine Corps, however, entered WW II armed with the Springfield. The Corps exploits in the dark days following the outbreak of hostilities are well remembered—the hopeless defense of Wake, the futile but heroic defense of the Philippines, and finally Corregidor. The Marine and his '03 helped the nation gain badly needed time to equip and train the world's most powerful fighting force.

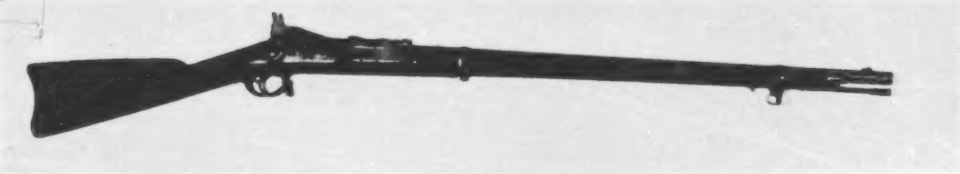
However, because of the scant supply of M-1s and a lack of training, the Marines were unable to equip the first offensive units of WW II with the M-1s. When the Marines landed at Guadalcanal on 7 August 1942, they were armed with the '03. Shortly before the end of this operation, the M-1 found its way into the hands of the frontline Marine where it stayed through the Korean War.

Another shoulder weapon that was introduced during WW II was the M-1 carbine which fired a .30 caliber bullet with a smaller powder charge. It was designed primarily as a rear area and support element protective weapon, and as such was highly suitable. It was used extensively during the Korean War, but is no longer issued.

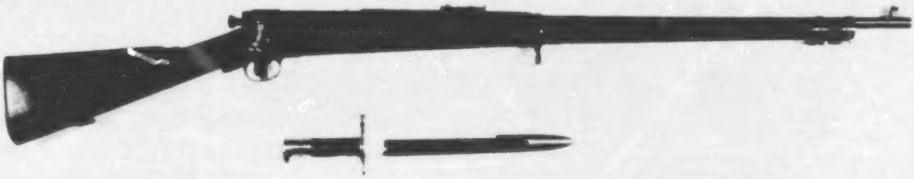
With the passing of the M-1 rifle and carbine, the Marine Corps now has the M-14 and the M-16, two weapons that will be dealt with in succeeding chapters. Modifications will continue as new developments occur in armament, however, no matter what the changes are, the "ultimate weapon" is still the infantryman with his rifle.



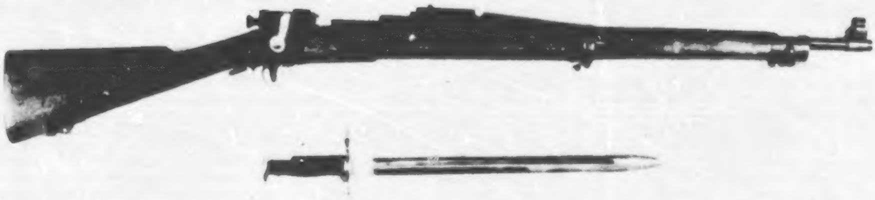
Sharps Infantry Rifle.



Springfield Model 1869 with Allin Conversion.



Krag-Jorgenson Rifle.



Springfield '03 Rifle.

CHAPTER 25

GARAND

"My rifle and myself are the defenders of my country."
From the *Rifleman's Creed*

AN IMPORTANT WEAPON

Until the M-1 was introduced just prior to WW II, the primary infantry weapon of practically every nation in the world operated on a manually operated bolt system. In other words, the bolt had to be worked by hand after every shot to extract the old case and put a new round in the chamber of the weapon. Also, the maximum number of rounds that could be held by most weapons when fully loaded was six. The M-1 changed all this. It served American fighting men during two wars with outstanding reliability and accuracy and can still be found in many arsenals throughout the world.

The M-1 rifle is a gas-operated, clip-fed, air-cooled, semiautomatic shoulder weapon. Its principal characteristic is its rapid mechanical operation which enables the individual rifleman to deliver a large volume of accurate fire upon any designated point or area within range. The effective range of the M-1 is considered to be about 500 yards. Some of its other characteristics are:

Weight	9.5 pounds
Length without bayonet	43.6 inches
Length of barrel	24 inches
Average rate of well-aimed fire per min.	10-12 rounds
Chamber pressure per square inch	50,000 pounds
Muzzle velocity per second	2,600-2,800 feet
Clip capacity	8 rounds
Maximum range	3,500 yards approx.

NOMENCLATURE

Practically all the names of the parts of the M-1 are just short descriptions of what the part does. Others are the same as you would find on any rifle.

a. **Muzzle.**—Usually considered to be the end of the barrel from which the projectile leaves on its flight toward the target.

b. **Barrel.**—In the M-1, the barrel is 24 inches long and has 4 lands and grooves with a uniform right hand twist once in every 10 inches. The lands and grooves are considered the rifling and are a big factor in the accuracy of the weapon.

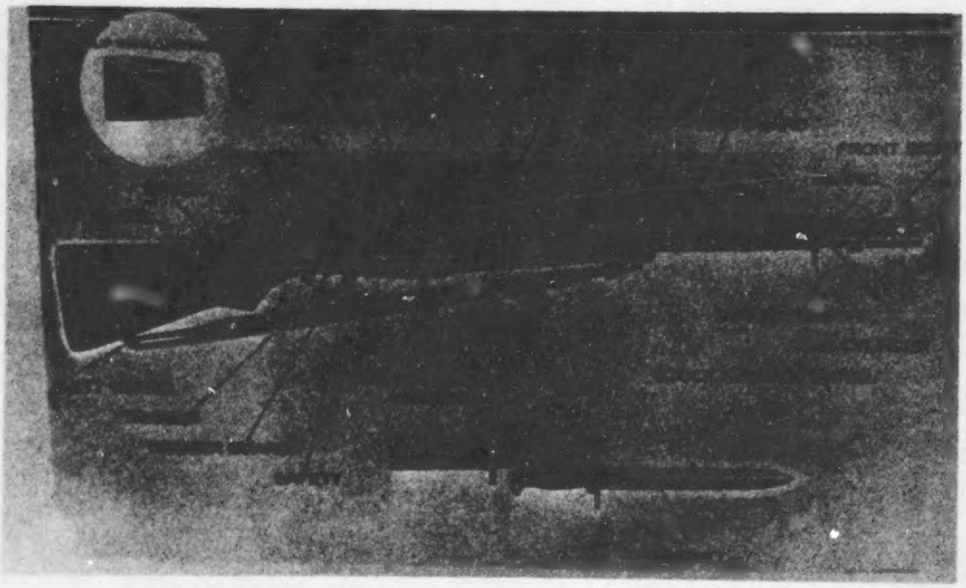
c. **Front Sight Assembly Consists of**

(1) A front sight blade for aiming.

(2) Front sight wings. They are to protect the sight blade and are curved so there is no chance of confusing them with the blade when firing.

d. **Gas Cylinder Assembly Consists of**

(1) The gas cylinder lock screw with valve assembly which holds the gas cylinder lock in place.



Basic nomenclature of the M1 Rifle.

(2) The gas cylinder lock.

(3) The gas cylinder which acts much like the cylinders on any present day automobile.

e. **Stacking Swivel**

f. **Front Hand Guard Ferrule.**—Helps to prevent the wood in the front hand guard from cracking.

g. **Front Hand Guard**

h. **Lower Band**

i. **Stock Ferrule**

j. **Stock Ferrule Swivel.**—Secures the front end of the sling.

k. **Stock Ferrule Screw**

l. **Rear Hand Guard**

m. **Rear Hand Guard Band**

n. **Operating Rod**

(1) Piston on end of rod.

o. **Operating Rod Handle.**—Is used to manually pull the operating rod to the rear.

p. **Receiver.**—Holds or contains most of the operating parts of the weapon.

(1) Bolt assembly.

(2) Clip latch which holds a clip of ammunition in the receiver.

(3) Rear sight assembly.

(4) Operating rod guide groove which simply guides the operating rod in its movement forward and to the rear.

(a) Dismount notch.

q. **Stock**

(1) Butt plate with screws.

(2) Butt plate well which holds the combination tool and oil and thong case.

(3) Butt swivel which secures the bottom end of the sling.

r. **Trigger Housing Group**

(1) Trigger.

(2) Trigger guard.

(3) Safety.

s. **Gun Sling**

DISASSEMBLY

The only disassembly that will be covered by this text is what is known as "Field Stripping." This is the disassembly of the weapon only to the extent that is necessary for proper care and cleaning "in the field" as opposed to detailed stripping which requires considerable care and attention. One of the many excellent features of the M-1 is its relative ease in disassembly despite its completely mechanical operation.

a. Trigger Housing Group

(1) Grasp the rifle with the left hand so that the base of the trigger housing is included in your grip. The rifle should be upside down with sights to the left.

(2) With the thumb and forefinger of the right hand, pull down and out on the trigger guard as far as it will go.

(3) Lift out the trigger housing group.

(4) The rifle is now broken down into its three main groups.

(a) Trigger housing group.

(b) Barrel and receiver group.

(c) Stock group.

b. Follower Rod and Operating Rod Spring

(1) Place barrel and receiver group on the table with sights down, muzzle to the left.

(a) With thumb and forefinger of the left hand, grasp the follower rod and disengage it from the follower by moving it toward the muzzle.

c. Follower Arm Pin

(1) Using the drift of the combination tool or point of a dummy cartridge, push the follower arm pin out toward your body.

d. Bullet Guide, Follower Arm and Operating Rod Catch Assembly

(1) Lift all three from the rereceiver together, separate them and arrange in this order.

(a) Follower arm.

(b) Operating rod catch assembly

(c) Bullet guide.

e. Follower and Follower Slide

(1) Reach into the receiver and lift out the follower assembly. Do not attempt to separate the two parts.

f. Operating Rod

(1) Place the rifle so the sights are up, muzzle pointing away from you.

(2) With the left hand raise the rear of the group.

(3) With the right hand, pull the operating rod handle to the rear until the rear of the handle is directly under the forward edge of the windage knob.

(4) Grasp the handle with the thumb and forefinger of the right hand and with an upward and outward pressure disengage the guide lug of the operating rod through its dismount notch on the receiver and remove the operating rod.

(a) The operating rod appears to be bent, do not try to straighten it. It is bent to allow it to fit into the barrel and receiver group without rubbing.

g. Bolt

(1) Grasp the bolt by the operating lug with the right hand, slide it forward, lift upward and outward, with a slight rotating motion lift it from the receiver.

Now that the weapon is disassembled, there are some cams, lugs, and surfaces that play an important part in functioning.

a. Bolt

(1) Locking lugs are on both sides of the bolt and engage the locking recesses in the receiver when the bolt reaches its forward position.

(2) Operating lug rotates the bolt into locked and unlocked position.

(3) Cocking cam recess . which prevents ignition unless bolt is fully cocked.

(4) Recess for firing pin tang.

(5) Flat sections of shank of firing pin and ejector.

b. Receiver

(1) Guide grooves.

(a) For bolt, guides the bolt in its rearward and forward movement.

(b) For operating guide lug.

(2) Cut in bridge of receiver.

(3) Clip latch.

(a) Forward stud.

(b) Rear stud.

(4) Guide grooves for clip and follower.

ASSEMBLY

Assembly of the M-1 is simply the reverse of disassembly but should you have some problems along the way, here is the procedure.

a. Bolt

(1) Hold the barrel and receiver with the left hand, sights up, muzzle pointing away from you.

(2) Hold the bolt by its operating lug and insert the rear end in its bearing on the bridge of the receiver.

(a) Rotate the bolt in a counter-clockwise direction and guide the left locking lug into its groove on the left side of the receiver.

(b) Slide the bolt to its most rearward position.

b. Operating Rod

(1) Place the barrel and receiver with sights up, muzzle pointing to the front.

(a) Tilt the barrel and receiver to the left.

(b) Hold the operating rod by its handle.

(2) Place the head of the piston into the gas cylinder about ⅜ of an inch.

(3) Adjust the operating rod so the recess in the hump fits over the operating lug of the bolt.

(4) Apply pressure down and inward on the handle.

(a) Move the operating rod forward until the guide lug is engaged in the groove and move the bolt forward until it is closed.

c. Follower and Slide

(1) Turn the barrel and receiver so the sights are down.

(a) With the follower slide down, replace the follower assembly.

(b) Guide ribs into their grooves in the receiver.

d. Bullet Guide

(1) Place the shoulders of the bullet guide into their slots in the receiver.

e. Operating Rod Catch Assembly

(1) With the right hand swing up on the lower part of the bullet guide slightly.

(2) With the left hand insert the long rear arm of the operating rod catch assembly through the clearance cut in the bullet guide.

(a) Make certain that the long rear arm is underneath the front stud of the clip latch. Lower the bullet guide into place.

f. Follower Arm Pin

(1) Place the studded ends through the bullet guide and insert the studs in the grooves of the follower.

(2) Place the forked end of the follower arm astride the top of the bullet guide.

g. Follower Arm Pin

(1) Align the holes in the operating rod catch, follower arm, and bullet guide with those in the receiver, and replace the follower arm pin.

h. Operating Rod Spring and Follower Rod

(1) Insert the operating rod spring into the operating rod.

(2) Grasp the follower rod with the fingers of the left hand.

(a) Push toward the muzzle compressing the operating rod spring.

(b) Hook the claws of the follower rod with the front studs of the follower arm.

i. Assembling the Three Main Groups

(1) Place the barrel and receiver group sights down muzzle to the left.

(2) Engage the U-shaped flange of the stock ferrule into the lower band.

(a) Lower the stock group down into the barrel and receiver group.

(3) Unlatch and open the trigger guard.

(a) Place the trigger housing group straight down into the receiver.

(b) The locking lugs on the trigger guard enter the recesses in the receiver.

(4) Close and latch the trigger guard.

If the rifle has been properly assembled, the bolt should remain to the rear when the operating rod is pulled back. When the bolt is allowed to go forward and the trigger is then pulled, the hammer should fall.

HOW IT WORKS

When you fire the M-1, there is an instantaneous series of actions which operate to eject the empty cartridge case, cock the rifle, and put a new cartridge in the chamber of the rifle. This series of actions is called the "functioning." You must understand it thoroughly, so that you will know immediately what to do if at any time your rifle fails to operate correctly.

The functioning of the M-1 consists basically of two steps: The rearward movement which ejects the empty cartridge case and cocks the rifle, and the forward movement, which puts a new cartridge into the chamber, ready to be fired.

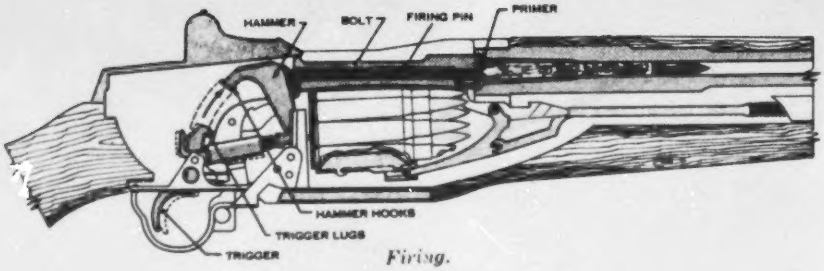
Rearward Movement. There are ten steps in the rearward movement: ignition action of the gas, movement of the operating rod, unlocking of the bolt, withdrawal of the firing pin, extraction of the empty cartridge, ejection of the empty cartridge, cocking of the hammer, action of the follower, and termination of the rearward movement of the operating rod. These movements occur as follows:

1. Ignition. When the rifle is loaded and the bolt closed, the hammer spring is compressed and the trigger lugs are engaged in the hammer hooks, holding the hammer in the cocked position. If pressure is then applied to the trigger, the trigger lugs are disengaged from the hammer hooks and the hammer is released and actuated by a strong hammer spring. The hammer rotates about the hammer pin, striking the firing pin, which then protrudes from the face of the bolt and strikes and ignites the primer in the base of the cartridge. The bolt must be in a fully locked position before this can take place, as the tang of the firing pin must be properly aligned with the slot in the bridge of the receiver. If bolt is unlocked, rotation of bolt to a fully locked position is also done by action of the bolt camming lug striking the cam surface in such a way that the bolt will be fully closed by positive camming action when the hammer is released. Of course, the safety must also be in its foremost position, so it will not block the hammer and trigger.

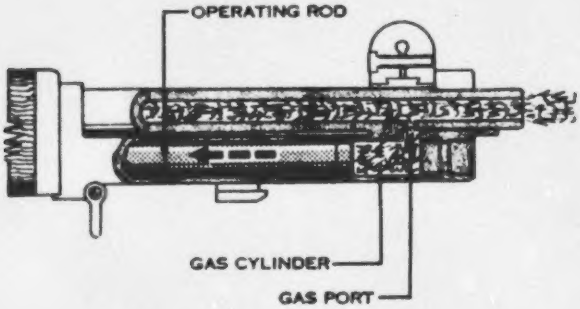
2. Action of the Gas. When the bullet passes the gas port, some of the gases escape into the gas cylinder. Here the gas strikes the piston with sufficient force to drive the operating rod to the rear, compressing the operating rod spring.

3. Movement of the Operating Rod. The initial movement of the operating rod to the rear imparts no motion to the bolt for about the first 5/16 of an inch. The operating lug on the bolt merely slides in the straight section of the recess in the operating rod. This delay in the initial movement of the operating rod permits the bullet to leave the muzzle, thus decreasing the enormous chamber pressure in the barrel and chamber before the bolt is opened.

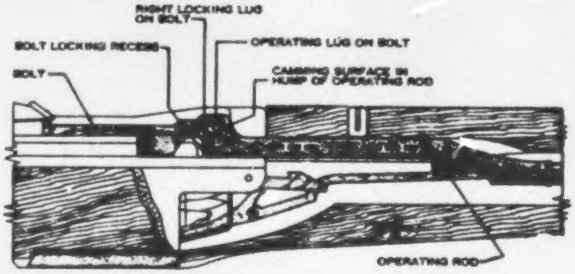
4. Unlocking the Bolt. After the initial movement, the cam surface of the


HAMMER
BOLT
FIRING PIN
PRIMER
HAMMER HOOKS
TRIGGER LUGS
TRIGGER

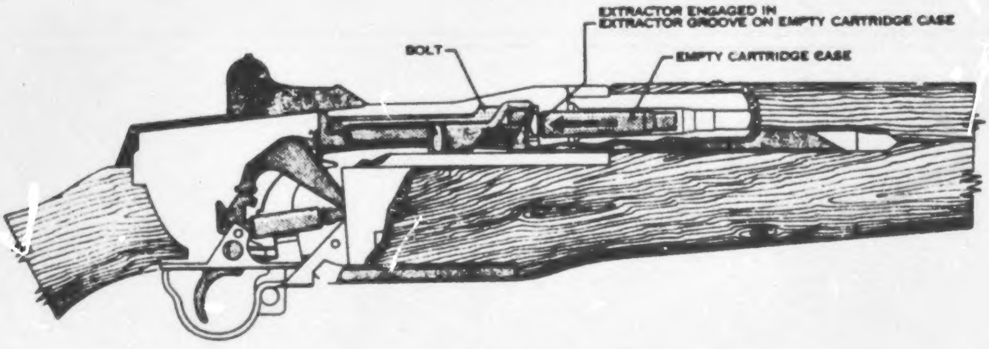
Firing.


OPERATING ROD
GAS CYLINDER
GAS PORT

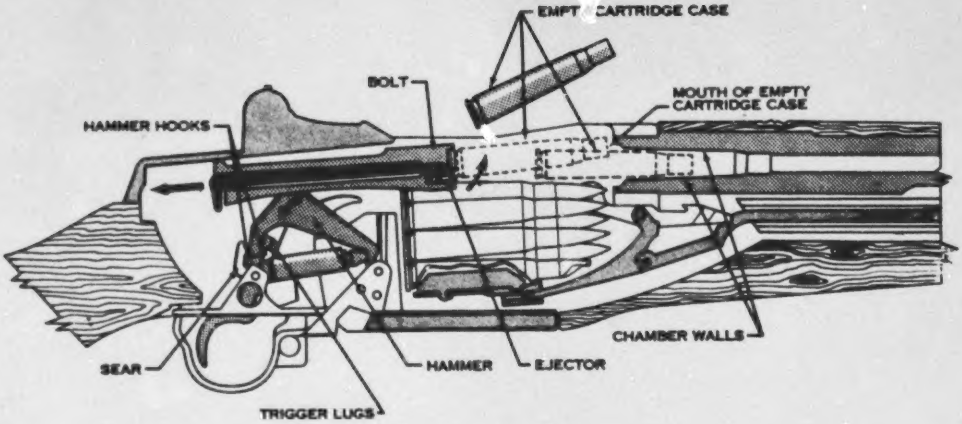
Action of the gas.


RIGHT LOCKING LUG ON BOLT
BOLT LOCKING RECESS
OPERATING LUG ON BOLT
BOLT
CAMMING SURFACE IN HUMP OF OPERATING ROD
OPERATING ROD

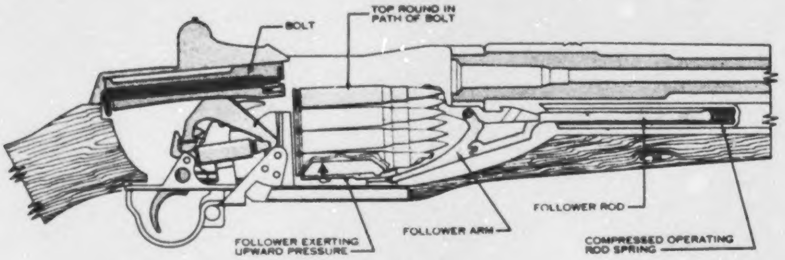
Unlocking.


EXTRACTOR ENGAGED IN EXTRACTOR GROOVE ON EMPTY CARTRIDGE CASE
BOLT
EMPTY CARTRIDGE CASE

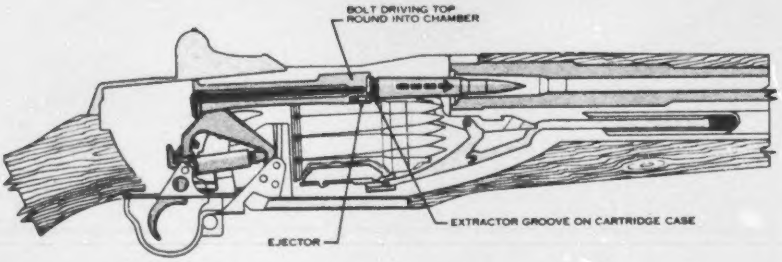
Extracting.


EMPTY CARTRIDGE CASE
BOLT
MOUTH OF EMPTY CARTRIDGE CASE
HAMMER HOOKS
CHAMBER WALLS
SEAR
HAMMER
EJECTOR
TRIGGER LUGS

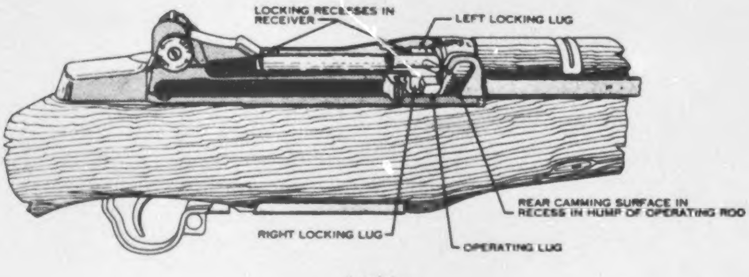
Ejecting and cocking.


BOLT
TOP ROUND IN PATH OF BOLT
FOLLOWER ROD
FOLLOWER ARM
FOLLOWER EXERTING UPWARD PRESSURE
COMPRESSED OPERATING ROD SPRING

Feeding.


BOLT DRIVING TOP ROUND INTO CHAMBER
EXTRACTOR GROOVE ON CARTRIDGE CASE
EJECTOR

Chambering.


LOCKING RECESSES IN RECEIVER
LEFT LOCKING LUG
REAR CAMMING SURFACE IN RECESS IN HUMP OF OPERATING ROD
RIGHT LOCKING LUG
OPERATING LUG

Locking.

recess in the operating rod contacts the operating lug, camming it up, rotating the bolt counter-clockwise, and disengaging the locking lugs from their corresponding locking recesses in the receiver.

5. Withdrawal of the Firing Pin. Rotation of the bolt also cams the hammer back from the firing pin and withdraws the firing pin into the bolt.

6. Extraction of the Empty Cartridge. The operating rod continues to travel to the rear, carrying with it the bolt, which slides along the receiver. The empty cartridge is carried from the chamber by the extractor.

7. Ejection of the Empty Cartridge. The base of the empty cartridge case continually presses against the ejector. When the cartridge case clears the mouth of the breech, the ejector throws the empty round to the right, through the action of the compressed ejector spring.

8. Cocking of the Hammer. The rear end of the bolt rides over the hammer, forcing it back, compressing the hammer spring, and comes to rest near the end of the receiver.

9. Action of the Follower. With the bolt in its extreme rearward position the top cartridge is uncovered. The follower, actuated by the follower arm, and the follower rod which transmits this pressure from the operating rod spring, forces the cartridges upward in the clip so that the top cartridge lies in the path of the bolt.

10. Termination of Rearward Movement. The rearward movement ends when the square shoulder of the operating rod contacts the front of the receiver.

Forward Movement. In the forward movement of the bolt there are four steps: action of the operating rod spring, feeding, locking, and termination of forward movement of the operating rod. These steps take place as follows:

1. Action of the Operating Rod Spring. As the bolt starts forward, actuated by the compressed operating rod spring, the lower front face of the bolt contacts the base of the top cartridge of the clip, sliding it forward into the chamber. The hammer, actuated by the hammer spring, rides on the bottom of the bolt and tends to follow it, but is caught and held by the trigger lugs, which engage the hammer hooks if the pressure on the trigger has been released. If the trigger is still held back after firing, the sear will engage the rear hammer hooks. Subsequent release of the trigger disengages the sear from the hammer, which then slides into engagement with the trigger lugs.

2. Feeding. When the bolt approaches its forward position, the rim of the cartridge is engaged by the extractor and the base of the live round forces the ejector into the bolt, thus compressing the ejector spring.

3. Locking. The operating lug on the bolt is cammed downward by the rear camming surface of the operating rod. This rotates the bolt clockwise, engaging the locking lugs in their locking recess. This locks the bolt.

4. Termination of Forward Movement. The operating rod continues to move forward for about 5/16 of an inch until the rear end of the straight section of the recess in the operating rod contacts operating lug on bolt. Thus the rifle is ready to fire again.

CARE AND CLEANING

The care of the M-1, or of any small arm, is a job which requires only a few minutes of your time unless you have just come off the range. If done properly, you will have a weapon that will pass all inspections. Here is all there is to it:

1. Inspect your weapon. Be sure the chamber is empty.
2. Field strip it.
3. With a dry rag, wipe off all old oil and dirt.

4. Use a tooth brush to clean corners and recesses.

5. Run a dry patch through the bore to remove old oil and dirt. Repeat this process until several patches come out clean.

6. Run a lightly oiled patch through the bore, and don't forget the chamber.

7. Put a light coat of oil over all metal parts of your weapon, being careful not to trap perspiration from your fingers under the oil where it can start rust.

8. Assemble your weapon and store it.

If you are going to clean your weapon prior to firing it, follow the same steps as above, but *do not* put oil in the bore, chamber or on parts of the weapon that will come in contact with the ammunition.

Cleaning Weapons After Firing. After your weapon has been fired, the task of cleaning it is even more important. When the primer of older military cartridges explodes, it covers the bore with potassium chloride, a substance like table salt. This salt in the bore holds moisture and starts rust. As rusting progresses, it eats into the metal in the bore, leaving a hole or pit. Pits not only weaken the metal but allow gas to escape around the bullet, cutting down muzzle velocity and accuracy. Therefore, barrels that are badly pitted must be replaced. If properly cared for, a weapon may be fired for years without pitting. Here is how it's done:

1. Follow steps 1 through 4 as you would when cleaning your weapon in garrison.

2. Run a patch soaked with the rifle bore cleaner through the bore, following this with a wire brush, then by several dry patches. Repeat this process until the dry patches come out clean. Clean the chamber the same way.

3. Clean the face of the bolt, piston, and cylinder (on gas-operated weapons), and inside of receiver with a patch soaked in bore cleaner. Wipe the bore cleaner off with several dry patches. Repeat this process until all traces of carbon are removed.

4. Follow steps 6 through 8 as you would when cleaning your weapon in garrison.

5. Important! Repeat this entire process daily for at least three days after the weapon has been fired.

REMEMBER:

1. Clean your weapon as soon as possible after firing.

2. Clean your weapon daily for the next three days.

3. Run the wire brush all the way through the bore. Pumping it back and forth in the barrel will ruin the brush.

4. Clean the chamber, face of bolt, and other places where carbon has accumulated, with rifle bore cleaner.

Your rifle is a machine, and like any other machine, it requires care and cleaning. That is your responsibility.

CHAPTER 26

SMALL BORE

"What counts . . . is not the noise . . . nor the smoke . . ."

From the Rifleman's Creed

As the quote above states, smoke and noise are not the important things in shooting. It is hitting the target and a .22 caliber bullet can display marksmanship skill as well as a .30 caliber bullet. In addition, a .30 caliber round costs considerably more than a .22. Also, the construction, use, and maintenance of a small-bore range is much easier than constructing one for large-bore shooting. The noise alone, not to mention safety factors, would be enough to have the range a long way from your school and community.

With these points in mind, you will now be introduced to the Remington Rifle M513T.

WHAT IT IS

The M513T is a bolt-operated, magazine-fed, .22 caliber rifle and like every other piece of machinery or equipment it should be known thoroughly before it is operated.

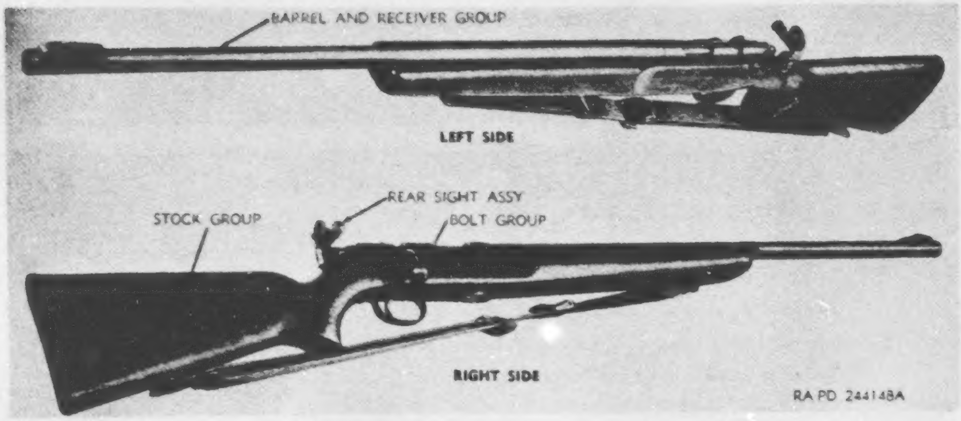
This rifle consists basically of a bolt group, magazine assembly, a barrel and a receiver group, and a stock group.

a. Bolt Group. The bolt group is located within the rear end of the receiver and locks and unlocks the chamber, cocks the firing pin to the rear, extracts and ejects the fired cartridge case from the rifle, and chambers the new cartridge. This group consists of the bolt, the extractors, the firing pin, the bolt handle, the safety indicator, the mainspring, the bolt sleeve, and their springs and pins.

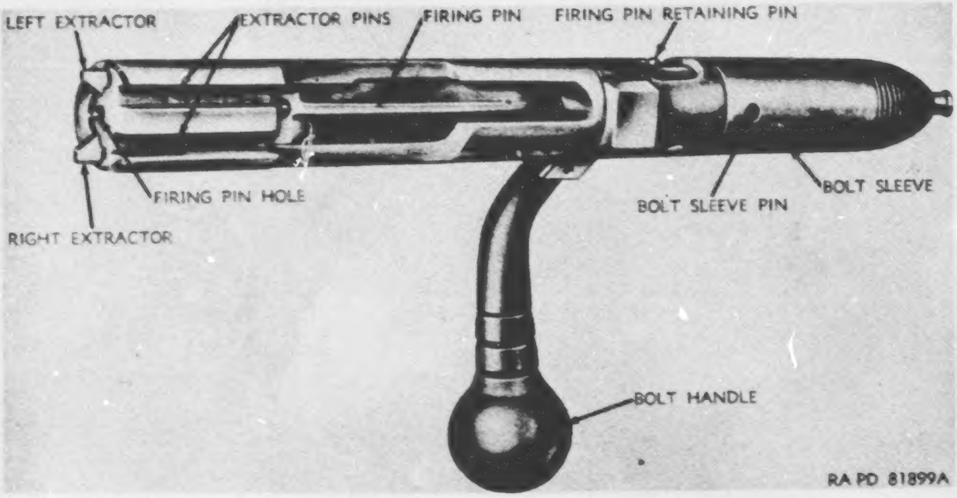
b. Magazine Assembly. The magazine assembly is installed in the bottom of the stock and receiver just forward of the trigger. The magazine assembly consists of the magazine, the magazine follower, and magazine spring. The magazine follower forces each new cartridge into the path of the bolt.

c. Rear Sight Assembly. The rear sight assembly is mounted on the left-rear of the receiver in such a manner as to permit raising, lowering, pushing, and pulling of the bolt handle with no interference between the rear sight and the bolt. The rear sight assembly may be adjusted for both elevation and windage corrections and consists of the rear sight base and its mounting block; elevating slide screw, elevating knob, elevating slide plate, and elevating slide; windage screw, windage knob, windage screw plate, and windage yoke; and rear sight disk and rear sight base mounting screw.

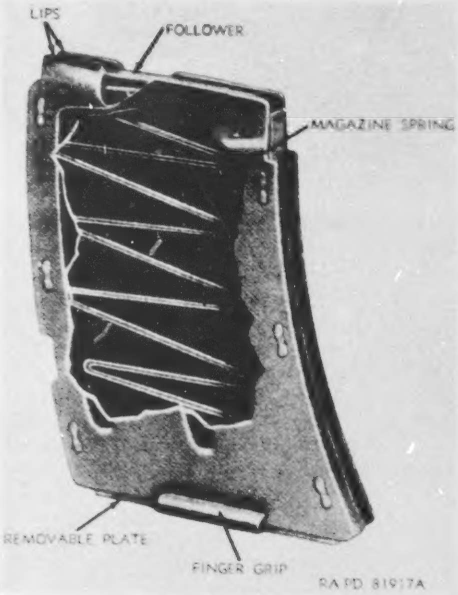
d. Barrel and Receiver Group. The barrel and receiver group houses the trigger assembly, the magazine assembly, and bolt group, and has attached to its outside surface the rear sight assembly, the safety lever, the stock group, and front sight ramp. This group consists


BARREL AND RECEIVER GROUP
LEFT SIDE
REAR SIGHT ASSY
STOCK GROUP
BOLT GROUP
RIGHT SIDE
RA PD 244148A

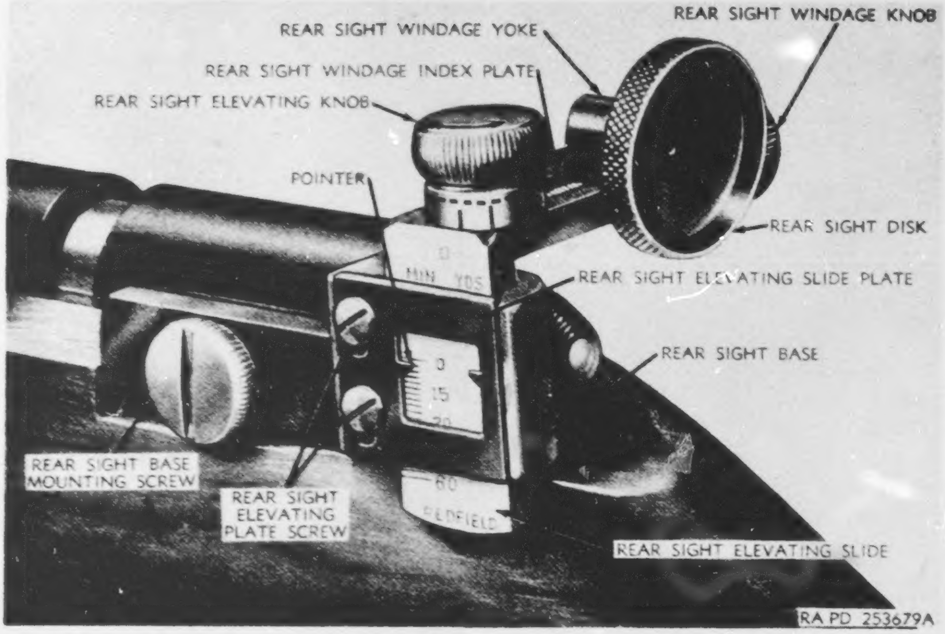
Remington Rifle m513T.


LEFT EXTRACTOR
EXTRACTOR PINS
FIRING PIN
FIRING PIN RETAINING PIN
FIRING PIN HOLE
RIGHT EXTRACTOR
BOLT SLEEVE
BOLT SLEEVE PIN
BOLT HANDLE
RA PD 81899A

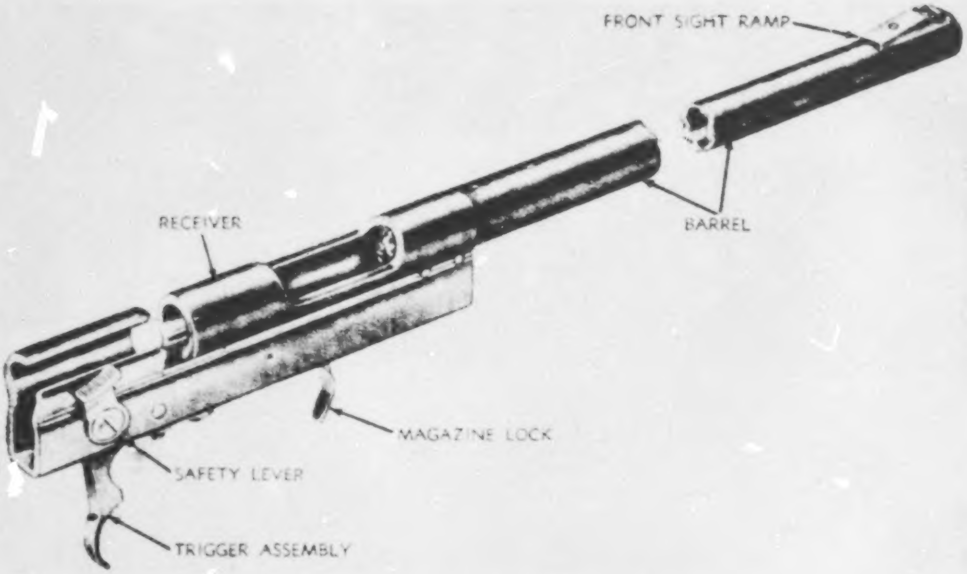
Bolt Group.


LIPS
FOLLOWER
MAGAZINE SPRING
REMOVABLE PLATE
FINGER GRIP
RA PD 81917A

Magazine assembly.


REAR SIGHT WINDAGE KNOB
REAR SIGHT WINDAGE YOKE
REAR SIGHT WINDAGE INDEX PLATE
REAR SIGHT ELEVATING KNOB
POINTER
REAR SIGHT DISK
0
MIN
YDS
REAR SIGHT ELEVATING SLIDE PLATE
REAR SIGHT BASE
0
15
20
60
REDFIELD
REAR SIGHT BASE MOUNTING SCREW
REAR SIGHT ELEVATING PLATE SCREW
REAR SIGHT ELEVATING SLIDE
RA PD 253679A

Rear sight assembly.



Barrel and receiver group.

of the barrel and the front sight ramp, magazine lock, ejector and sear; the receiver and its front and rear inserts; safety, lever, and screw; and trigger, spring, and plunger.

e. Stock Group. The stock group houses the barrel and receiver group to protect the firer from heated barrel and receiver after prolonged rapid firing. It serves as a means of attaching the sling to the rifle. The stock group consists of the front swivel and front swivel base, trigger guard, magazine guide plate, takedown escutcheon, rear swivel, butt plate, and their screws.

Some mention should be made here of the type of sight used with this rifle. It is a peep sight similar to that on the M-1, and its principle is just the same.

The sight is provided with elevating and windage knobs for shifting the small hole, or aperture, in the rear sight disk for elevation and windage settings. When either of these knobs is turned, it will "click" into place a certain degree of angle up or down, right or left. These "clicks" of aim will cause the impact of the bullet to move a certain number of inches, or fractions of an inch, on your target, depending on the range. It sounds involved, but once you start firing on a range, the mechanics of the sight will become obvious to you.

In its functioning, the M513T uses a bolt to feed a cartridge into the chamber, and strikes the cartridge with a firing pin housed in the bolt. Both of these actions are similar to those of the M-1. The big difference here is that the .22 rifle has a manually operated bolt and the M-1 has a gas operated one.

Small bore does not mean that a lesser degree of shooting skill is required to score well. Shooting principles remain the same for any kind of rifle and if you can master them with the .22, you are well on your way to enjoying the satisfaction of big bore marksmanship.

CHAPTER 27

MARKSMANSHIP

"We know that it is the hits that count"

From the *Rifleman's Creed*

This country has always taken pride in its marksmanship heritage. From the colonial Minutemen to the "Devildogs" in France, much of our history has been formed by the rifleman's accuracy on the field of battle. The Minuteman learned his accuracy in day-to-day survival against an often hostile wilderness. The Marine learns it to defend his country. You can learn it to sharpen your coordination and reaction time or to simply enjoy yourself.

Contrary to what many people believe, good marksmanship is not a result of just being a "born shooter" or a "gun nut." Accurate shooting is a product of good habits in physical and mental conditioning. It takes training like any other sport, training that will accustom muscles to various positions and stresses, and practice for the mind so that it can respond to the demands of continuous concentration.

SIGHT PICTURE

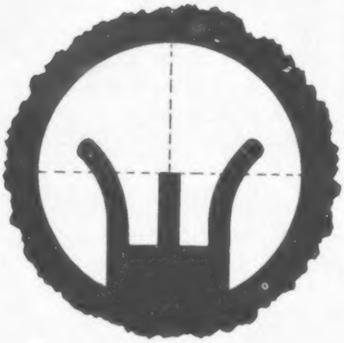
Attaining a proper sight picture is just one of the many facets of good marksmanship, but if mastered, it will bring into line a number of the skills needed to shoot an accurate round.

Looking at the aperture on a peep sight from a distance is deceptive. It is hard to imagine that you can see anything through such a tiny hole, but when you bring the rifle up to your shoulder and take a look through that rear sight, the picture is changed considerably.

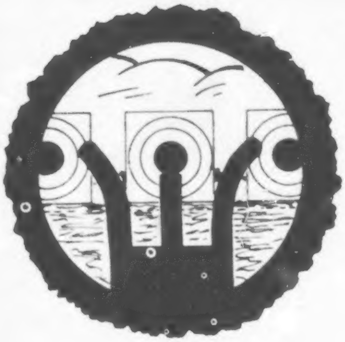
If you take aim at a black dot on a wall or at the bulls eye of a target on a range, you will notice that you can center the black dot on top of the post of the front sight and still have the dot in the center of your aperture with an equal amount of white space all around the dot. Once you have done that, you have the proper sight picture for what is called the "six o'clock" hold.

A quick word about the clock system is important here. For reasons of convenience in shooting, an imaginary clock is superimposed on the face of a target with twelve o'clock being at the top of the target and six o'clock at the bottom. The same clock system applies to directions with regard to your point of aim. Your target is at twelve o'clock. You, and the area behind you, are at six o'clock. If a wind were blowing directly from your right, it would be coming from three o'clock and so on all the way around till you have a wind blowing head on coming from 12 o'clock.

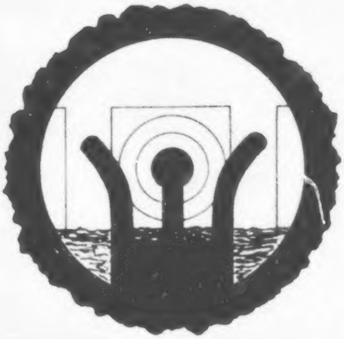
A six o'clock hold, then is putting the post where the number six would be on the black bull's eye. Six o'clock low would be anywhere below the edge of the black or the ten ring, depending on your target.



Sight alignment.



6 o'clock hold.



Center hold.

Some shooters prefer the center hold which means placing the top of your front sight post in the center of the bull's eye. The proper one for you to use will be up to your instructor.

The main thing to remember when achieving your sight picture is consistency. Get the same sight picture every time.

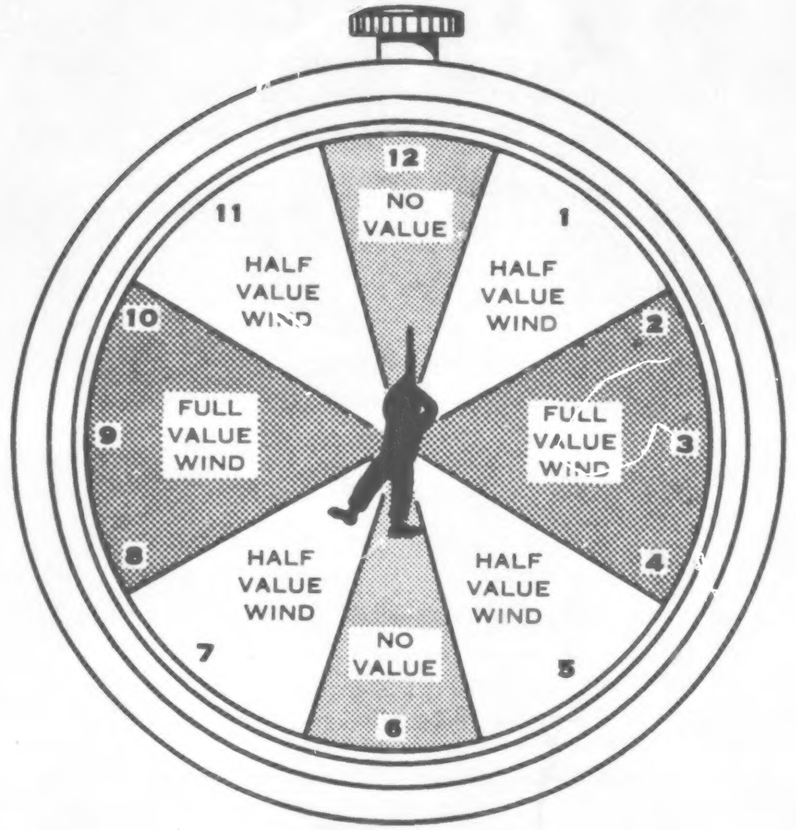
Now, the part of you that is attaining this proper sight picture is your eye and it has certain capabilities which have to be taken into consideration. You will notice that when you look through the rear sight, you cannot keep the aperture, the front sight, and the target all in focus at once. Your eye is not built to do that. For shooting purposes, then, once you have established your proper sight picture, the one item that should be kept in focus is the tip of your front sight blade. The other items in your vision will be a little blurred, but keeping that front sight in focus will allow you the control to maintain a proper sight alignment.

Another fact of nature involved with sighting is that it is far more tiring to squint than it is to sight with both eyes open. Get in the habit of sighting with your eyes straight in their sockets and both of them open. Sighting out of the corner of your eye is tiring, also, and can lead to distortion of your sight picture.

BREATHING

Incorrect breathing has an adverse effect on the overall state of the shooter's body and consequently adversely affects his shooting.

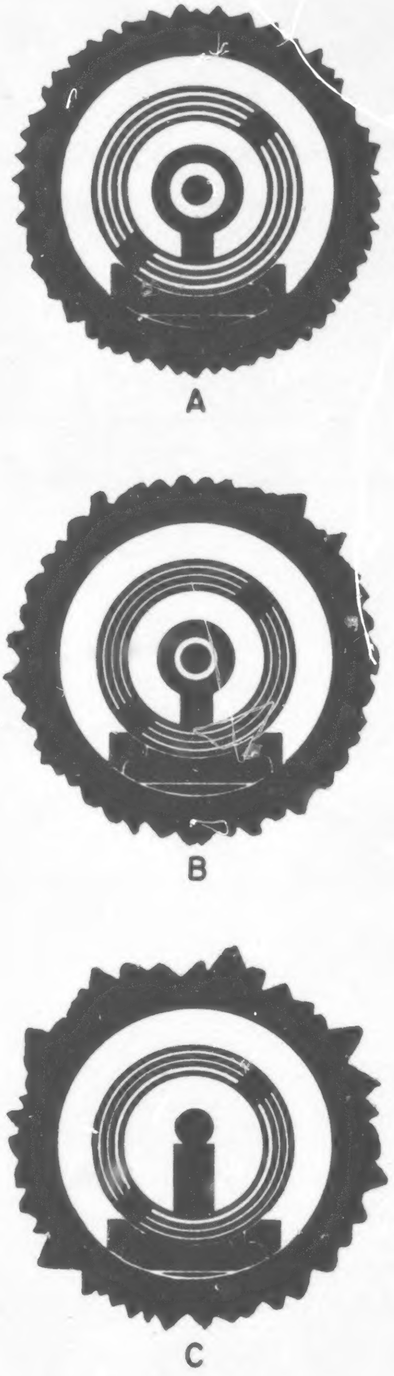
a. When breathing normally, one respiratory cycle lasts 4 or 5 seconds. The strained position of inhalation is replaced very quickly by exhalation; inhalation and exhalation follows after a respiratory pause of 2 or 3 seconds. During this pause a definite quantity of air remains in the lungs.


12
NO VALUE
11
1
HALF VALUE WIND
HALF VALUE WIND
10
2
FULL VALUE WIND
FULL VALUE WIND
9
3
8
4
HALF VALUE WIND
HALF VALUE WIND
NO VALUE
7
5
6

Clock system for wind values.

b. During aiming and firing, the breath must be held only after the shooter has exhaled; thus, the breath must be held at the moment of the natural respiratory pause. During this period the respiratory muscular system is not strained and is in a relaxed state. The natural respiratory pause can be prolonged for 12 to 15 seconds without any special labor or unpleasant sensations. This time period is more than enough to produce a good shot. Experienced shooters usually take a deep breath before firing and then, exhaling slowly, hold their breath gradually, and concentrate their entire attention on aiming and smoothly pressing the trigger.

c. Exhaling before aiming must be natural and free as in ordinary breathing. Air must not be held artificially in the lungs; incomplete exhaling before aiming leads to the straining of the respiratory muscular system and to the stimulation of the nerve centers regulating breathing. If the shot is not fired in 12 to 15 seconds, the shooter must stop aiming and take another breath. Then, before holding his breath the next time, he must ventilate his lungs well,



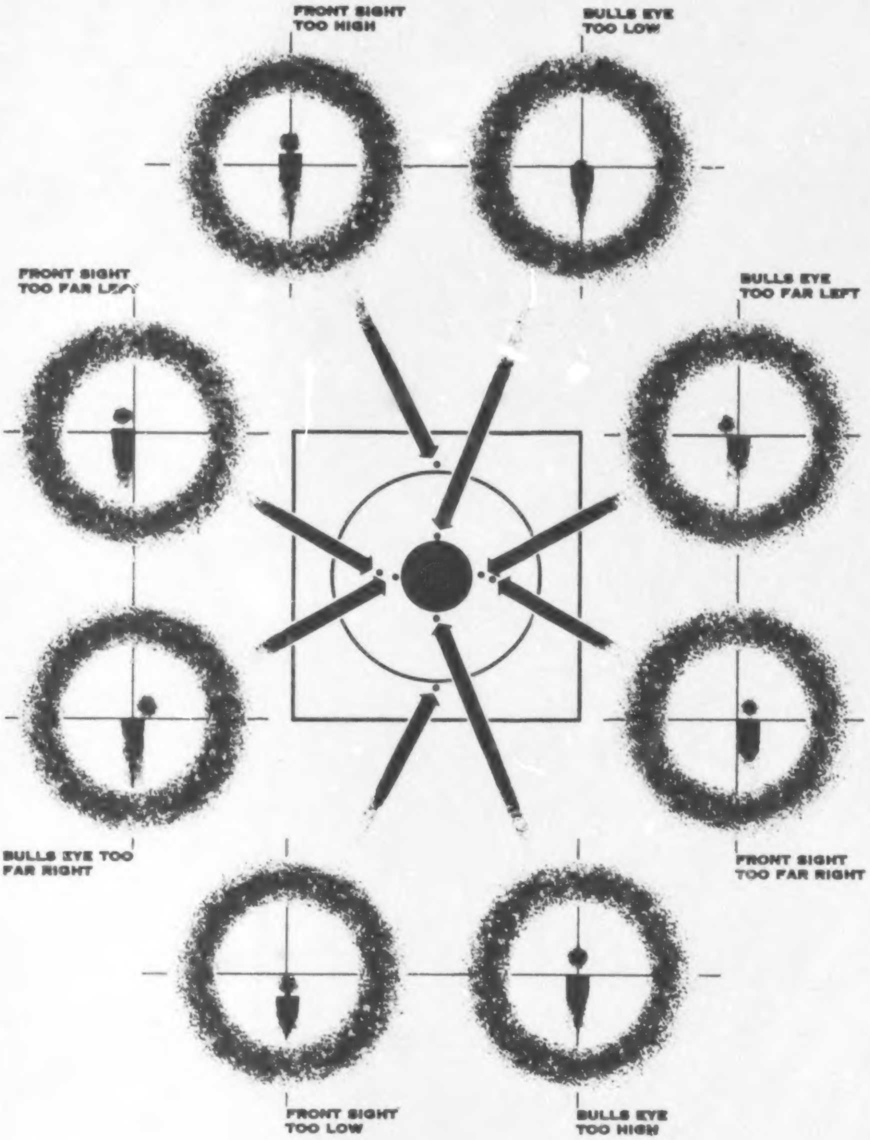
Recommended sight pictures for the rifle.

taking several normal breaths; the same should also be done between shots throughout the firing. This considerably facilitates the lengthening of the respiratory pause before aiming and provides for regular rest between shots. This protects the shooter from excessive and premature fatigue.

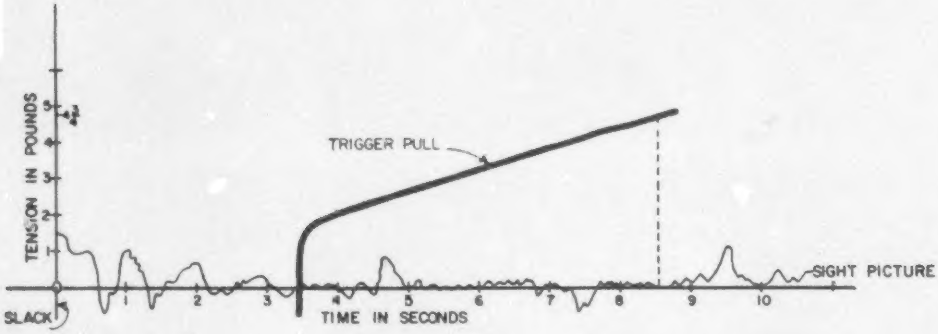
TRIGGER SQUEEZE

There are two basic methods of squeezing a trigger with a medium or heavy pull. The first method is called a consecutive-smooth pull. It is simply a smooth, unvarying squeeze that gradually increases until the shot breaks. This type of pull is nearly always used in the relatively steady prone position and frequently in the sitting and kneeling positions. The shooter begins his squeeze as the rifle settles on the target and completes the squeeze, disregarding the small movements that the rifle makes. This method of trigger squeeze must be used by the beginning shooter in the standing position since the periods of best hold (while standing) will be too brief for him to squeeze only during those periods. It is the urge to fire the rifle in this short period of near-perfect aim that leads to snatching and jerking. By using the consecutive-smooth pull, the beginner can learn proper control and coordination.

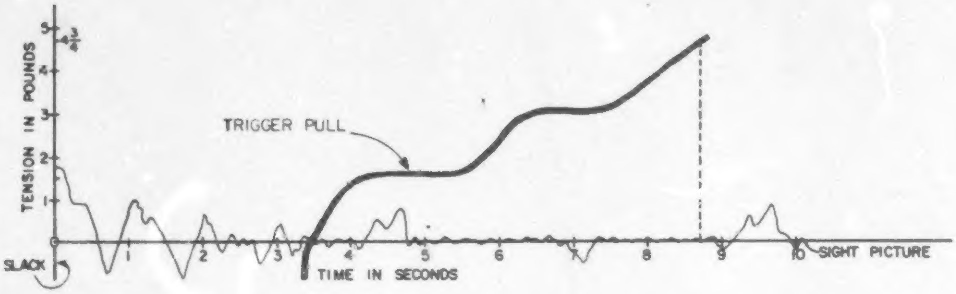
The second method of squeezing the trigger is called a graduated-consecutive pull. With this method the shooter squeezes the trigger only when the movements of the rifle are relatively small and the sight picture is fairly good. Each time the hold begins to improve, the pressure on the trigger is increased so that when the hold finally settles and a near perfect sight picture exists, pressure on the trigger is already being increased. At this moment, when the shooter realizes that the hold is perfect, he must stop squeezing and merely


FRONT SIGHT TOO HIGH
BULLS EYE TOO LOW
FRONT SIGHT TOO FAR LEFT
BULLS EYE TOO FAR LEFT
BULLS EYE TOO FAR RIGHT
FRONT SIGHT TOO FAR RIGHT
FRONT SIGHT TOO LOW
BULLS EYE TOO HIGH

Errors in aiming.



Smooth trigger pull.



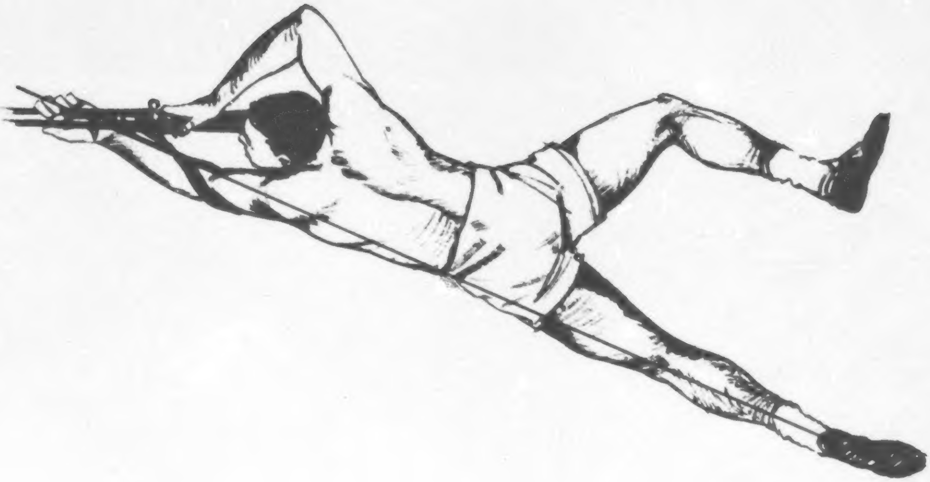
Interrupted trigger pull.

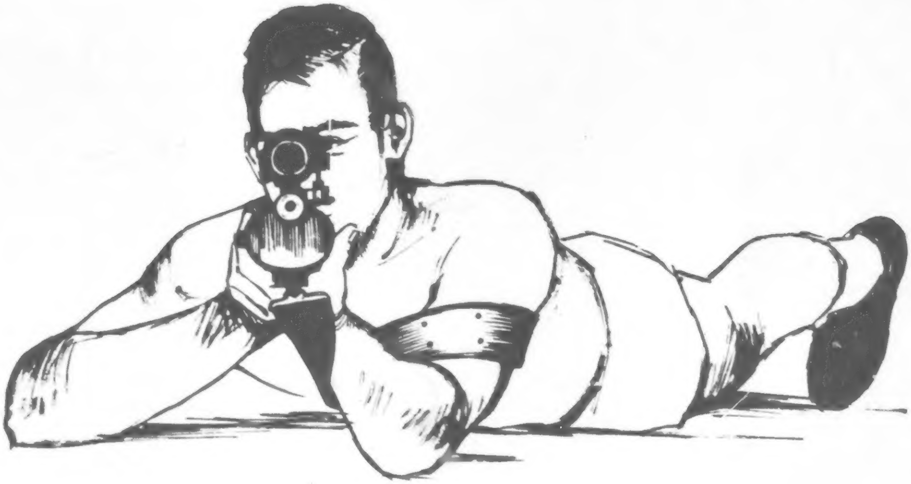
hold what pressure has already been applied. This of course is the "moment of truth" in rifle shooting. Ideally, this is the instant the rifle fires, before the firer can react to the perfect hold by spasmodically pressing the trigger which of course spoils the aim. Maintaining trigger pressure and starting a new hold naturally increase the possibility of the rifle being fired as pressure is added to the trigger again (when the hold begins to improve), but the act of continuing the squeeze must be positive, decisive, aggressive, and, above all, smooth. Having learned to press the trigger smoothly, all that remains to be learned in applying the method is when to start and when to stop. Start when the hold begins to improve. Stop when the hold is as good as it will get, or when it gets worse instead of better.

POSITIONS

To serve its purpose properly, each shooting position must satisfy two fundamental requirements First, it must produce a satisfactory hold and second, it must permit the body to function efficiently.

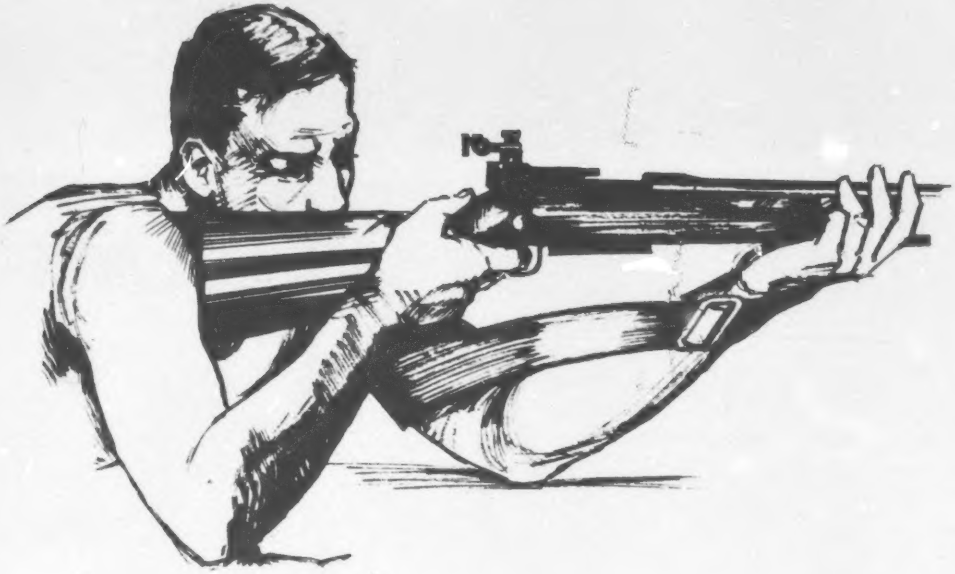
In each of the three positions, 14 points are used as a guide in assuming the recommended positions. Though no one position is ideal for all shooters, experience has proven that these positions, or minor variations on them, are best for most shooters. Members of the United States Olympic and World Championship Rifle teams use these positions. The illustrations show a shooter without his shooting clothes only to make the positions as clear as possible.





The prone position (1)

The prone position (2)



The prone position (3)

PRONE

The excellent weight-supporting capabilities of the combination of left arm and sling, the fact that the position is close to the ground on a very large support area, and the lack of any need for muscular effort in pointing the rifle combine to make prone the steadiest position.

The prone position is carefully outlined in the following 14 points.

(1) The angle of fire—between the shooter's backbone and the line of fire—is small, between 10 and 25 degrees (1).

(2) The left foot is turned under (1) and (2).

(3) The right leg is slightly drawn up.

(4) The shoulders are relatively level (1) and (2).

(5) The left elbow is placed slightly to the left, not under, the rifle.

(6) The sling is placed relatively low on the left arm (2) and (3).

(7) The left arm and hand are relaxed—the sling is adjusted to carry the entire weapon weight of the rifle.

(8) The rifle is placed over the heel of the left thumb—not over the palm of the hand (1) and (2).

(9) The rifle is seated firmly into the right shoulder close to the collarbone.

(10) The grip of the right hand on the stock is firm if a trigger is over 1½ pounds, but lighter if a lighter trigger is being used.

(11) The trigger is squeezed in line with the barrel by the first pad, or first joint, of the index finger.

(12) The shooter assumes an upright head position (2) and (3).

(13) Cheek pressure against the stock is constant and carries the weight of the head.

(14) Eye relief is a minimum of 3 inches (3).

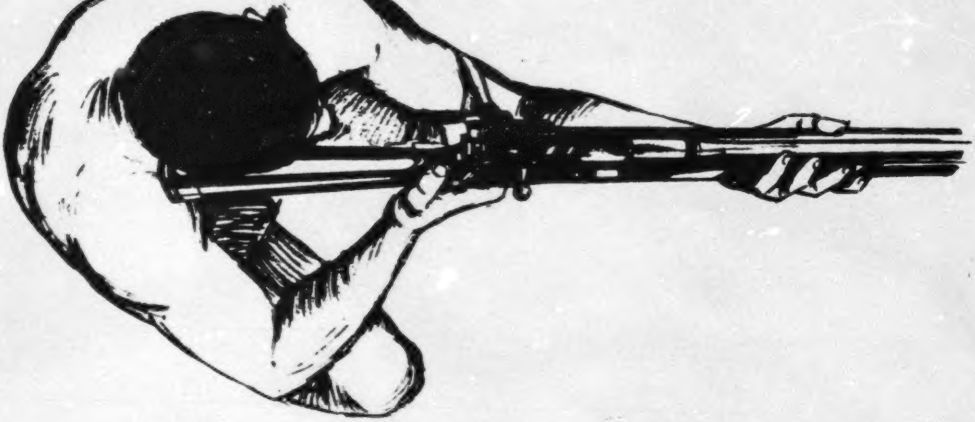
The familiar pulse beat produced as the heart pumps blood through the arteries is a matter of much concern to the shooter since it causes repeated, uncontrolable movements of the body which appear as visible oscillations in the hold. Reducing the amplitude of these oscillations is accomplished by insulating critical areas of contact between body and rifle and by avoiding application of pressures near certain larger arteries. The sling loop is placed low on the left arm near the lower end of the bicep muscle and is pulled only tight enough to stay in place. A tightly adjusted loop applies pressure to the artery in the arm and permits it to transmit the pulse beat through the sling directly to the rifle. Because the sling loop is the primary source of pulse oscillation, the use of several sweat shirts, a sweater, or shirts under the shooting jacket will cushion or soften the effect of unavoidable pulse. Proper adjustment of sling loop will be ineffective if sling length is improper since a length must be only short enough to support the forward weight of the rifle at the desired height above the floor. Any tendency to apply heavy pressure to the rifle butt with the right shoulder should be avoided since it has the same effect as a short sling adjustment. When the position is flat on the floor (legs straight, head down), the weight of the upper body and rifle is supported by sling and arms on the elbows and by the lower portion of the rib cage. In this position the downward curve of the spine tends to press on the largest artery (aorta) in the body and will frequently transmit a very heavy beat to the upper body. For this reason the right leg should be pulled up slightly with the right knee bent. This lifts the right hip off the floor and rolls the upper body slightly on the left side, lessening the possibility of a beat caused by the aorta. The rifle butt should be placed well in on the shoulder, close to the neck. Contact between stock and neck, however, must be avoided to prevent pulse from arteries there being transmitted to the stock. Tight clothing, particularly in the waist, shoulders, and arms, can often produce oscillations. The strong material of a shooting jacket, when under strain, can transmit movements from body areas not normally considered a source for this difficulty. The entire problem of pulse-elimination cannot be solved by the above, but application of these methods should reduce it to within acceptable limits.

In the prone position with iron sights, the movements of the rifle as seen through the sights should be so small as to be barely perceptible. This condition should last for at least 10 seconds. There is no substitute for thorough and repeated study of the hold since its characteristics will always furnish visible evidence of position errors and clues to their correction.

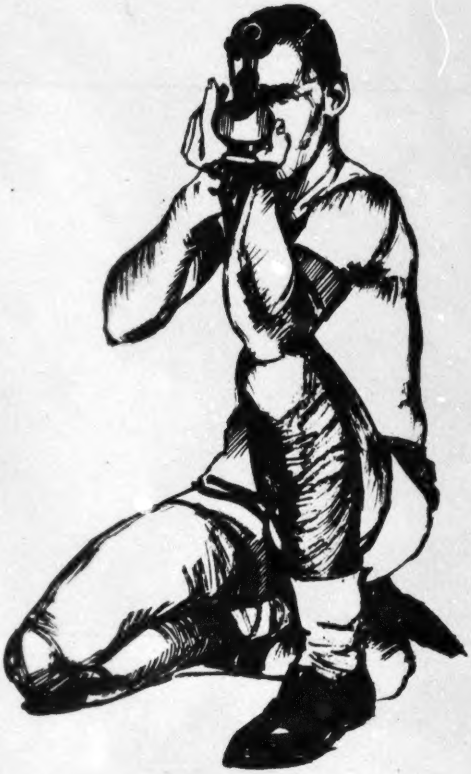
The position into which the body is rolled (slightly on the left side and held there by the bent right leg) has certain advantages in addition to pulse elimination already discussed. Breathing is improved because the right side of the rib cage is free to expand, and the diaphragm region is less restricted.

The importance of correct breathing deserves emphasis in view of the fact that the common tendency to hold the breath longer while shooting in the prone position will cause an oxygen deficiency in the system unless the shooter takes several slow, deep breaths between shots to replace oxygen losses due to holding. This position makes deeper inhalation possible with less effort and contributes to the prevention of oxygen deficiency.

The weight of the upper body and rifle are supported almost entirely by the left arm and sling (a disadvantage until the left arm becomes accustomed to the heavier load), allowing the muscle groups of the right upper chest, shoulder, and right arm to be "passively engaged" as previously discussed. The firm support base of the prone position will cause the movements of muscles in



The kneeling position (1)

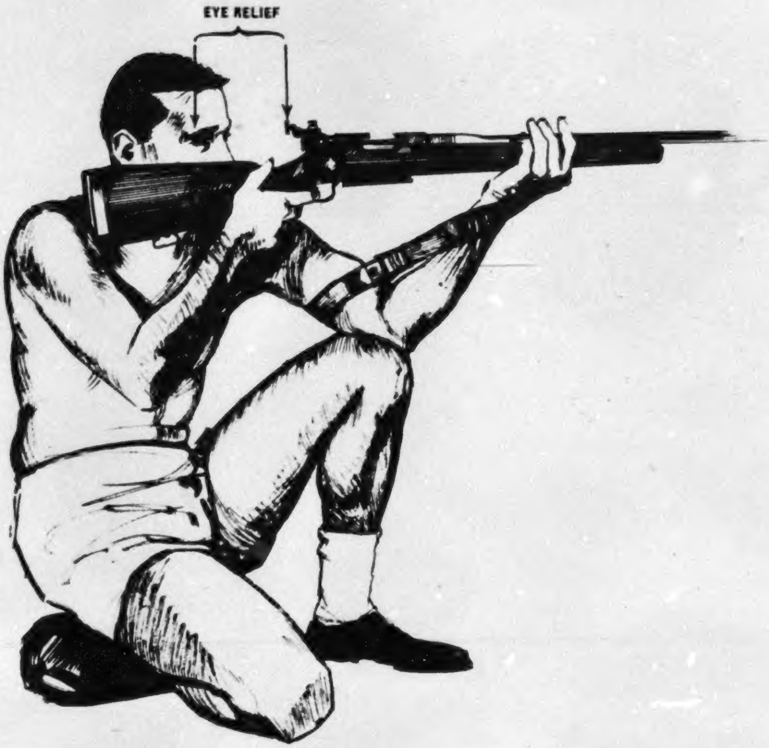


The kneeling position (2)

this area to be magnified as they are transmitted directly to the rifle. Near total relaxation of these muscle groups, therefore, contributes to the overall efficiency of the position. Relieving the right arm of its support load contributes to manual dexterity of hand and arm in reloading, adjusting sights, and writing in scorebooks.

The slightly higher overall position makes possible a more erect head position of the stock. This establishes an improved condition for the eyes to do their work in sighting.

Failure to adjust the entire position so that the natural point of aim coincides exactly with the target to be fired on is the most common, as well as the most serious, prone mistake made. Gallery shooters in particular, make this mistake because they usually fire only one shot per bull's eye and muscle the rifle around the target for the record shots. No muscle tension is required in the prone position and there should be none. Position orientation means adjusting the body and rifle as a unit so that no muscle tension is present anywhere when the sights are in perfect alinement with the aiming mark to be hit.



The kneeling position (3)

KNEELING

Recent developments in shooting techniques have resulted in basic changes to the kneeling position. The application of these new principles allows a shooter to stay in position easily and shoot accurately for as long as 2 hours with stability comparable to that found in the prone position. Scores in kneeling position should be within 1 or 2 percent of prone scores and it is not unusual for a shooter to fire better in the kneeling than in the prone position.

The following 14 points encompass the basic elements of the kneeling position and should be taken as a starting point for all beginning shooters, or review for more experienced shooters.

(1) The right foot is upright—the heel in contact with the end of the spine.

(2) The right leg is placed approximately 45 degrees to the line of fire which brings the shooter behind his rifle as much as possible (1).

(3) The left foot is turned in parallel to the right leg (2).

(4) The left shin is perpendicular to the ground (2) and (3).

(5) The back is as straight and upright as possible (2) and (3).

(6) The weight of the body-rifle system is distributed 70 per cent on the right foot, 25 percent on the left foot, and only 5 percent on the right knee. (A coach should be able to move a shooter's right knee easily while in position.)

(7) The head is in an upright position and faces well around toward the target.

(8) Eye relief should be 4 to 8 inches (3).

(9) The weapon is placed well in on the shoulder while the right elbow and

shoulder are allowed to relax completely.

(10) The right hand grips the stock in such a manner that the right wrist is as straight as possible.

(11) The left elbow is not under the weapon but a few inches to the left. As a guide, the left shoulder, elbow and hand should be in a straight line when viewed from above (1).

(12) The rifle rests across the base of the thumb, not across the palm.

(13) The left elbow is placed on top of the left knee, not in front or behind it.

(14) The shoulders are over the hips—there is no twist in the shooter's torso.

To keep the maximum weight upon the right foot, it is necessary to hold the torso in an erect position. Any inclination of the body to the right or to the front will shift the weight of the body to the right knee or left leg. The erect torso position leads naturally to an erect head position which makes the work of the eye more effective in aiming. Placement of the head with only a slight downward tilt usually provides the best eye position and avoids strain in the neck muscles. When changing from the prone to the kneeling, the fore-end stop should be adjusted far enough to the rear to raise the rifle somewhat and prevent an excessive downward tilt of the head.

After the kneeling position has been assumed, the shooter must check to see that his rifle points naturally at the target (the natural point of aim). If the rifle is pointed to the right or left of the target, the shooter must rise slightly and shift his whole body as a unit. Any attempt to move the left or right leg will destroy the unity of the position. If the rifle tends to point above or below the target, a correction can usually be made with the rifle only. With the "free" rifle, the adjustable butt plate may be raised or lowered. On rifles without this feature, the rifle butt itself may be placed higher or lower on the shoulder. The length of the leather sling may be changed slightly.

STANDING

Because the center of gravity of man and rifle in the standing position is high above the support area, and since the support area itself small, this is the most difficult and complicated position. Obviously, one who stands erect must support the forward weight of the rifle by muscular effort which is not only unsteady, but extremely tiring. Therefore, in constructing the position, conditions must be established in which the body and the rifle are, to the greatest degree possible, supported by bone structure and ligaments so muscles can be used efficiently to provide immobility.

The following 14 points encompass the basic elements of the standing position and should be followed as closely as possible in constructing the position.

(1) The shooter places his feet (naturally) about shoulder width apart—each foot carrying half the load.

(2) Legs are straight and knees relaxed.

(3) The hips are approximately level or thrown only slightly forward.

(4) The shooter's spine forms a compound curve, both away from the target and to the shooter's rear (2) and (3).

(5) Shoulders are level and relaxed.

(6) The hips are directly over the feet.

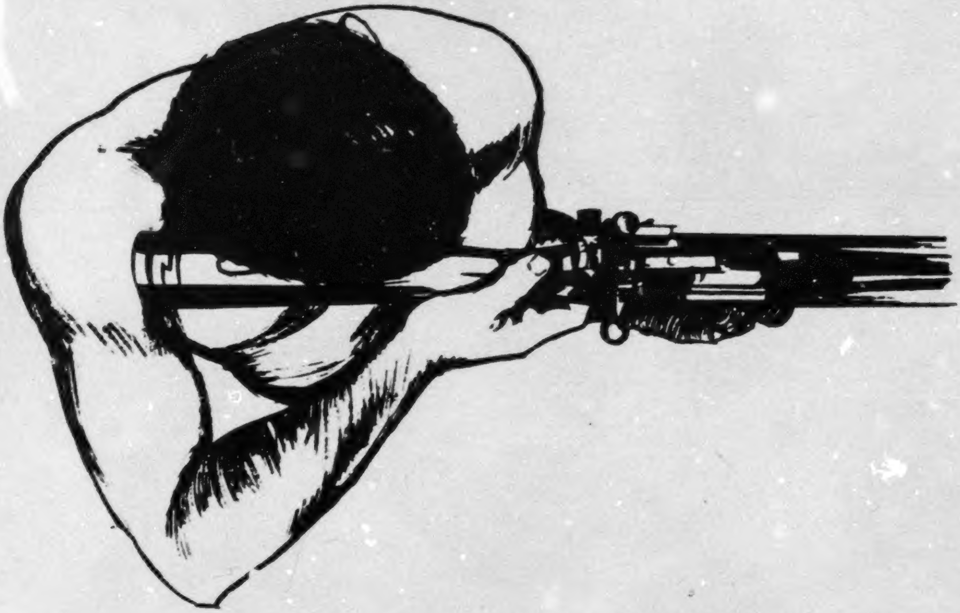
(7) Shoulders are displaced with respect to the hips both away from the target and to the shooter's rear.

(8) The shoulders are rotated counterclockwise about 5 degrees with respect to the hips.

(9) The right arm and shoulder are relaxed naturally when using a hook butt plate. When using no hook, the right elbow must be raised and some pressure exerted rearward on the small of the stock.

(10) The rifle is, as nearly as possible, over the left elbow.

(11) The left hand position gives proper elevation to the rifle and the shooter



The standing position (1)

may choose any of those pictured (1), (2), and (3). or those of his own choosing. (A homemade palm rest from scrap wood or a kneeling roll can be an excellent asset and are recommended where rules permit.)

(12) The head is erect and faces well around toward the target.

(13) Eye relief is 40 to 8 inches (3).

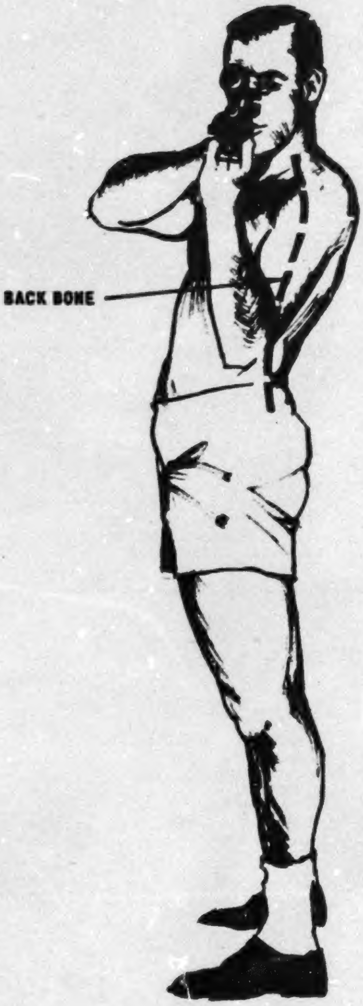
(14) The rifle is canted sufficiently to give a good, erect head position.

The torso must be displaced to the right and to the rear sufficiently to counterbalance the rifle's weight. In this position, when viewed from the side, the axis of the hips is well forward of the axis of the shoulders and the rifle is directly over the hips. When viewed from the back, the transverse axis of the hips is some distance left of the transverse axis of the shoulders, and the balance point of the rifle is almost directly over the left hip. This arrangement places the center of gravity of the combined system of torso and the rifle directly over the pelvis, and support by bone structure and ligaments is achieved. The torso and rifle tend to oscillate horizontally, a condition normally beyond the capabilities of available musculature to prevent. Bone structure and ligaments can again be used to assist in correcting this fault by twisting the torso to the left, that is, by turning the torso counterclockwise on its longitudinal axis. This permits most effective use of the powerful abdominal muscles in providing immobility for the torso and creates greater rigidity in the leg joints. Such an arrangement of the upper body also establishes conditions ideal for the proper use of the left arm.

If body conformation will permit, the left elbow must be supported by the hipbone or lie slightly right of it, and the forearm must be as near vertical as possible. In its proper function, the left arm acts only as a prop or bracket between hip and rifle, supporting the weight by bone structure alone. Relaxation of arm and shoulder muscles is now possible and proper if these muscles are not required to immobilize the arm. Many shooters prefer the familiar hip-slung position with most of the weight supported by the left leg. For the average person, this must be avoided. The load carried by each leg passes through the center of the foot or slightly more toward the ball of the foot. Place the feet not quite as far apart as the shoulders are wide, and point the toes out slightly. This is important, because in that position the bone structure of the foot best supports the weight it carries. Much of the position's stability will depend upon the proper degree of strain placed on the muscles and ligaments which hold the knee joints rigid. Keep the knees straight without stiffness as opposed to being locked back or bent forward. The torso position previously discussed causes the hips to be well forward. The resulting bow or curve of the body between shoulder and knee places an even strain on a structure of ligaments between those two points which will prevent locked knees.

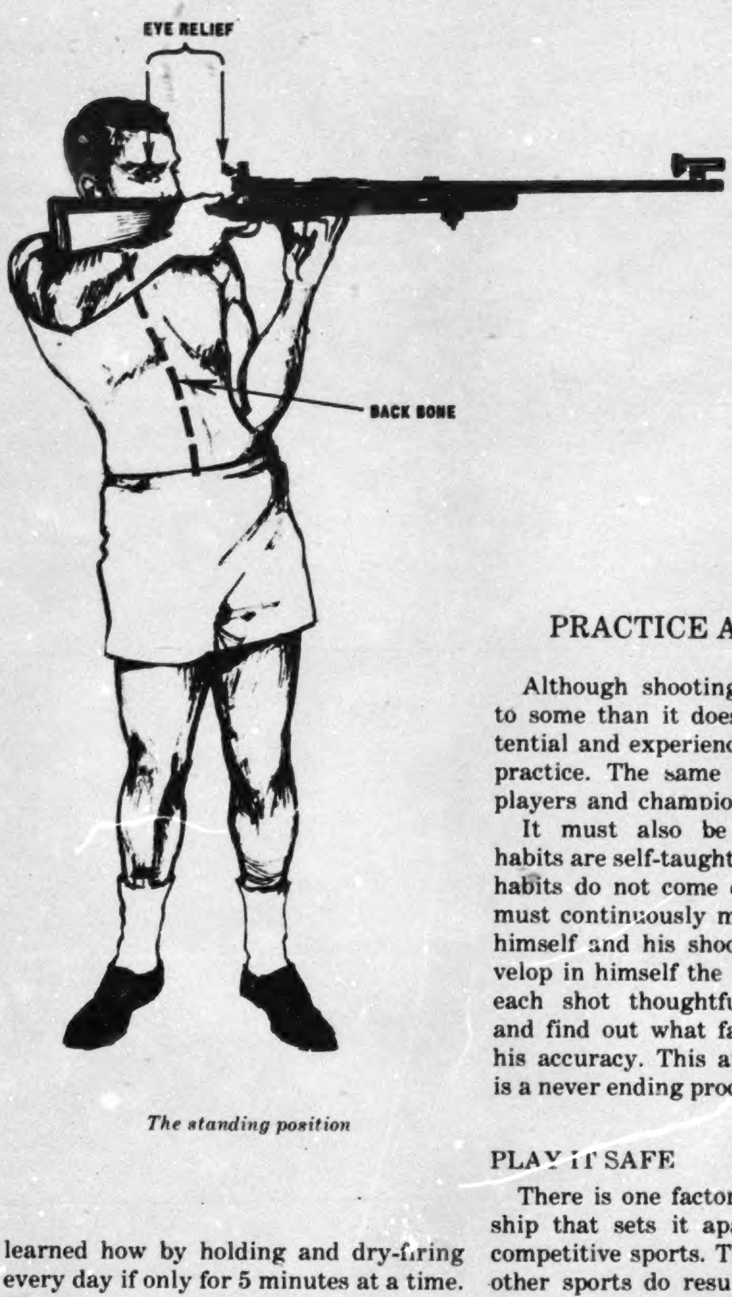
Eye relief (distance between right eye and rear sight when aiming) should be at least 5 inches and is normally slightly greater than in the other positions. When the head is properly placed on the stock in aiming, the shooter should feel no strain on the neck muscles, and the eye should be looking nearly straight ahead through the sights, that is, not looking over the nose or just under the brow. Both eyes must be well open and relaxed. Block the view of the left eye with a patch, if necessary, but keep it open. In this way the right eye will see better and will not tire so quickly.

The shooter must strive mentally to slow down the oscillations of the muzzle and make his rifle settle on the target. Only then can he properly execute the shot. Trying to shoot on the move—to time the shot—is the worst habit the beginning competitive shooter can fall into.



The standing position

For each man, the development of the standing position (that suits his body conformation best) will take four to five times the effort, thought, and practice time as required to develop the other positions. The best standing shooters



The standing position

learned how by holding and dry-firing every day if only for 5 minutes at a time. The many sets of muscles used to stabilize the body and rifle must be strengthened and rehearsed in the complicated coordination required of them to hold the rifle on the target long enough to shoot.

PRACTICE AND STUDY

Although shooting may come easier to some than it does to others, all potential and experienced marksmen need practice. The same applies to football players and champion ice skaters.

It must also be remembered that habits are self-taught, and good shooting habits do not come easily. The shooter must continuously make an analysis of himself and his shooting. He must develop in himself the ability to approach each shot thoughtfully and critically and find out what factors are effecting his accuracy. This analysis of shooting is a never ending process.

PLAY IT SAFE

There is one factor about marksmanship that sets it apart from all other competitive sports. That is safety. True, other sports do result in injuries from time to time, but carelessness on the rifle range can be lethal. Consequently, tremendous emphasis is placed on range rules and regulations. The primary reason for all of them is the safety of your fellow shooters and you.

RANGE CONDUCT

When you arrive at the range, you arrive at a place where serious effort is going to be exerted. Therefore, be serious yourself—no horseplay! If you have your rifle with you, you will be assigned a shooting position or an area to go to for range indoctrination. Go where you are told, quietly and listen.

Once you have been assigned your position on the line, take your place and listen for further instruction from the range officer. Every range has a man in charge, usually called the range officer, and he sees to it that the shooting matches are conducted properly.

While shooting, keep your comments to yourself. Nothing can be more distracting to another shooter if you remark on every round you shoot. If you are shooting well, there will be time enough to let the world know about it. If you are shooting badly, you had better be quiet and concentrate on your problem, or call a coach over to help you out. Also, keep quiet if you are "on deck" waiting for your turn to shoot. There is a great tendency for people just back of the line to comment on the shooting going on, and nothing can be more distracting to the poor shooter himself.

When the shooting is over, make sure that you pick up your "brass" or empty cartridges and whatever else you have brought on the line with you. Make sure the position on the line is as clean as you would like to have it if it was your turn coming up. Then retire from the line, and if there is a bleacher area or some place to congregate away from the shooters, that will be the place to go to for bragging or griping, depending on how well you shot.

Some of these rules are basic. Other rules apply only to the particular range you will use. In any case, do what you are told and obey the commands of the range officer.

SAFETY PRECAUTIONS

By following the guidelines you have just read you will be operating well within a margin of safety, however, there are some other measures that go beyond courtesy and range etiquette.

When you are off the line, keep the muzzle of your rifle pointed up. A rifle that is allowed to swing around or point at someone can bring down some well deserved wrath about your head.

The bolt of your rifle should always be kept open when you are not on the line. This shows instantly that the rifle is not ready for firing. Needless to say, a rifle should never be loaded when you are off the line.

Once you are on the line, the muzzle of your rifle should always be pointed down range. If you thought the anger you received for carelessness *off* the line was bad, it can be twice as devastating, and justifiably so, if you are careless *on* the line. That is where the shooting takes place and it should be only at targets.

When you have finished shooting, make sure the bolt is open and the chamber is clear. Police your area and retire from the line—keeping the bolt open!

Again, safety, like range conduct, is mostly common sense. You have a potentially dangerous weapon in your hand, and it must be treated with absolute respect. Observe the rules. They are for your benefit.

PASS IN REVIEW

In today's Marine Corps there are many specialties that a man may pursue, but in the beginning every Marine is trained as an infantryman. Since the beginning of the Corps, each man has mastered a basic weapon and the introduction of each new weapon has answered certain questions such as—

a. Why was a rifled musket better than a smooth-bore?

b. Do you think having a single-shot weapon made the shooter a better marksman?

c. In this day of massive fire power, do you think the rifle is still important? If so, why?

One of the finest rifles to come along in many decades was the .30 caliber M-1. Nevertheless, some people were reluctant to switch from the famous '03, even though the M-1 solved such problems as—

a. What kind of a system would free the rifleman from having to crank a bolt after every shot?

b. Can you describe the basic functioning of this system?

For a number of different reasons, we can't just pick up an M-1 and go off and shoot it somewhere. Therefore, the MCJROTC uses a small-bore rifle.

a. What are the advantages in training with a small-bore rifle?

b. Do you think marksmanship is just a military skill? Does it help you develop in other areas? If so, what are they?

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